DOCUMENT RESUME

ED 114 466 CE 005 108

TITLE	Teacher Guide for Increasing the Career Awareness of Primary School Children; Grades 1-3. Revised Edition.
INSTITUTION	Pleasant Hill School District, Oreg.
PUB DATE	10 Aug 73
NOTE	107p.; For related document, see CE 005 109
AVAILABLE FROM	Pleasant Hill School District 1, Route 8, Box 750, Pleasant Hill, Oregon 97401
EDRS PRICE	MF-$0.76 HC-$5.70 Plus Postage
DESCRIPTORS	Art; Bibliographies; *Career Awareness; Career Education; *Curriculum Guides; Health; Integrated Curriculum; Language Arts; *Learning Activities; Mathematics; Post Testing; Pretests; *Primary Education; Resource Guides; Science Units; Social Studies Units; Student Evaluation; Tests; *Units of Study (Subject Fields)

ABSTRACT

The career awareness curriculum guide for grades 1-3 provides units of instruction for the subjects of language arts, social studies, science, mathematics, and health with each unit containing concepts, behavioral objectives, suggested learning activities, and suggested materials and resources for each of the three grades. An addtional unit on art is suitable for use with all three grades. The guide also provides career awareness pre- and posttests, a teacher survey form on career awareness, and a curriculum guide evaluation form for the teacher. An appendix contains sample forms and letters useful in career awareness programs, and a bibliography provides a 100-item job list for grades 1-3, a list of books for students in those grades, and a list of helpful pamphlets available to teachers. (JP)

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TEACHER GUIDE

For

INCREASING THE CAREER AWARENESS OF PRIMARY SCHOOL CHILDREN

Grades 1 - 3

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Revised Edition

August 10, 1973

CE005108

PROJECT FUNDED BY

OREGON BOARD OF EDUCATION
Salem, Oregon

and

PLEASANT HILL SCHOOL DISTRICT #1
Pleasant Hill, Oregon

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TABLE OF CONTENTS

Background 1
Setting 4
Parameters of the Guide 5
Procedure of Guide Use 6

FIRST GRADE:
Language Arts 7
Social Studies 8
Science 19
Math 24
Health 28

SECOND GRADE:
Language Arts 32
Social Studies and Health 33
Science 41
Math 46

THIRD GRADE:
Language Arts 50
Social Studies 51
Science 56
Math 61
Health 65

GRADES: 1 2 and 3

Art 69

TESTING:
Directions for Administering Student Pre-Test and Post-Test 72
Career Awareness Evaluation 72a
Pre-Test and Post-Test Grade 1 73
Pre-Test and Post-Test Grade 2 74
Pre-Test and Post-Test Grade 3 75
Pre-Test and Post-Test Answer Sheet 76
Evaluation Roster 76a
Teacher Survey 77
Guide Evaluation 78

APPENDIX:
Community Survey 79
Field Trip Form Letter 80
Guest Speaker Form Letter 81
Observation Rating Sheet 82
Thank You Forms For Speaker and Field Trips 83

BIBLIOGRAPHY:
Job List 84
Student Bibliography 85
New Additions to Student Bibliography 91a
Pamphlets 92

INCREASING THE VOCATIONAL AWARENESS OF PRIMARY SCHOOL CHILDREN

Background

Preparing youngsters for the World of Work is to be a major goal of the Pleasant Hill School District. A satisfactory and rewarding vocational adjustment holds high priority in our technologically oriented society. The concept of career awareness must be developed at an early age and hence must be included within the primary school curriculum. The role and responsibility of the primary teacher in fostering the development of vocational awareness shall be of great importance.

A 1968 study reports approximately two and a half million students are graduated annually from American high schools. Of these, 53% continue their education at institutions of higher learning. However, only about one half of this group completes their training. About 1,175,000 young men and women terminate their formal education with high school graduation. In addition, another 100,000 drop out each year before completing high school. Therefore, over two million students terminate their education at the 12th grade level, or earlier. Only some 400,000 of these students have had some vocational training in high school. The remaining 1.5 million leave school with little or no skills and the labor market offers few opportunities for these unskilled workers.

In spite of the importance of work to the nation and to the individual, today we find a large percentage of our young people preparing unrealistically due to their preference for the more glamorous professional or "status" jobs. This is shown by investigations that have statistically demonstrated discrepancies between the occupational distribution of our existing employed population. Only twelve in every one hundred individuals in the average community will find their occupational futures in medicine, law, teaching, nursing, dietetics, engineering, or the other professions. Parents must come to realize that over eighty percent of the young people entering the labor market will be needed in occupations other than the professions. While particular prestige has been attached to education for the professions, other equally important vocations have been given lower priority and less attention. Such insights

as these should induce us, as educators, to provide educational programs which will foster a broadened understanding of work related to individual interest and the potential skills of all the students.

Making career decisions is not an objective at an early stage of a child's life. The primary school child may make what are commonly termed as "tentative choices" which will help to motivate him in attaining desired learning. The exploration of such "tentative" career choices provides a climate in which the school may help him to expand his appreciation of his total personality and the world in which he lives. This exploration of "tentative" career choices is related to the development of self-concept and identity.

Teachers have long been alert to the need to introduce the "world of work" as an integral part of all areas of learning in the early school years. Their concern for relevancy of school to life gives this practice high priority and is usually expressed during the early school years through the exploration of "community helpers". It is generally in this setting that career awareness emerges as a part of the child's knowledge.

A review of early-school approaches aimed at enhancing "vocational awareness" as presented in occupational literature, texts, references, audio-visual aids, community helpers studies, reveals that the emphasis is too frequently placed on the "informational" aspect only. This technique represents too narrow a base from which students may become knowledgeable about the function of work in our society and specifically their prospects in becoming productive members.

A program attuned to the career awareness of students extending from kindergarten to adult, should address itself to broader, more comprehensive objectives-not just informational services. These may be expressed in the following manner:
To provide students:

. With a foundation for wholesome attitudes regarding the worth and the function of man's work in our society.

- With an understanding of the world of work that would contribute in a constructive way to the development of each one's self-image as a productive member of society.
- With an opportunity to develop a self-understanding as an awareness of their personal responsibility for making their own decisions.
- With an opportunity to develop attitudes of respect and appreciation toward workers in all fields and in all levels of work.
- With an understanding of their developing personal interests, attitudes, aptitudes, abilities, and skills, as they relate to future career decisions.
- With an understanding of the broad range of occupations open to them through education.

To carry out these expressed objectives, changes are required in teaching style, instructional methodology, and utilization of classroom materials.

If we are to help teachers make significant "judgements" pertaining to a student's career awareness, we must find answers to the following questions.

- What type of experiences should the teacher provide in an effort to enhance career awareness?
- What might be used that may help him assess the student's potential progress and needs in the growth of career awareness?
- How does a teacher determine the level of a student's vocational awareness and how much progress has taken place?
- How can he determine whether his response is appropriate for his age and ability.
- How can he evaluate the effectiveness of his efforts over the years?

A necessary first step is to develop a workable "model" of career awareness that might be readily applicable to the classroom. Such a guide placed in the teacher's hands should open the door to exploration and experimentation that could lead to meaningful research. Only through classroom research can such significant

questions be answered. The following guide has been prepared by teachers for teachers to accomplish this meaningful purpose.

Setting

The Pleasant Hill School District is located in the southern tip of the Willamette Valley, just a ten minute drive from Eugene, Oregon. The district covers an area of 113 square miles, with an estimated population of 5000 persons. The majority of the populace either drives into Eugene for employment or works in the forest product industry in Oakridge or the Cascade Range of mountains east of the school district. The school district does not have monetary income for budget purposes through industry but depends almost entirely upon local property taxes for support.

The educational system of the district follows a 3-3-2-4 plan with a total of 1400 students and 81 certified staff members involved. It is the belief of the district that the development of a person's perceptions of himself in a career role is a continuing process which requires constant focus on relevant experiences throughout his entire life. The intent of this project is to develop or enhance teaching techniques and obtain related media for expanding the career awareness of the Pleasant Hill Primary School children. Emphasis of the project will be placed on teacher inservice, occupational awareness and the relationship between skills learned at school and skill requirement in occupations.

The project will be directed toward the primary school children of the Pleasant Hill School District, grades 1 - 3.

Trent Primary School

Don Brumfield, Principal
13 teachers
1 librarian
½ remedial reading
½ time counselor
1 full time music

Grade 1 105 students
Grade 2 105 students
Grade 3 105 students

This project will be directly and indirectly connected to the present 4-12 career education program of the Pleasant Hill Elementary School, the Pleasant Hill Junior High School, and the Pleasant Hill High School to provide a sequential career education program with a definite scope and sequence.

Parameters of Guide

The guide is confined to the Primary school, grades one, two, and three. The central theme of increasing the career awareness of primary school children places the spotlight on occupations associated with all of the various areas of the curriculum for the entire year.

The study of careers/occupations is not confined to the service or professional occupations but attempts to explore many of the occupations associated with any given area traditionally taught in the primary school. The skilled and semi-skilled occupations are treated with equal emphasis as the service or professional careers. An attempt has been made to remove the stereotype picture of occupations typically found in social studies units, i.e., the father going off to the office in a business suit with a briefcase in his hand while mother remains home with the children in a middle class home.

Procedure for Guide Use

The teacher guide, Increasing the Career Awareness of Primary School Children, is divided into seven categories: (1) grade level (2) subject matter (3) unit of instruction (4) concepts (5) behavioral objectives (6) suggested activities, and (7) suggested materials and resources.

The grade level, subject matter, and units of instruction refer to: the grade level the material is to be taught i.e., grade 1, the subject area under consideration, i.e., Social Studies, the unit of instruction within the particular subject area, i.e., map skills.

The concepts to be developed came from an investigation of material presently being taught at each grade level by subject matter. Inasmuch as no known list of concepts is available for use, a sequented, developmental list of concepts was obtained through a study of curriculum subject matter. This was done to assist students in comprehending the relationship between skills learned at school and skill requirements in occupations regardless of the occupations they might enter in later life.

The bahavioral objectives are the immediate expectations a teacher will expect upon the completion of the unit of study. Short range evaluations will be based upon these results.

The activities section is a culmination of suggestions found in the local school district curriculum guide, curriculum guides from other school districts, occupational guidance literature, and discussions with primary teachers.

The materials and resources suggested to accompany each activity are a compilation of available materials and/or resources found in (1) primary classroom, (2) primary library (3) Intermediate Education District Instructional Resource Center (4) review of publisher's list of commercial materials (5) Lane Community College and University of Oregon resource personnel and (6) citizens in the local community.

Grade: 1 Subject Language Arts Unit: Speech and Drama

I. CONCEPT: Jobs use speech and drama.

Objective: The children can name or draw two occupations using speech and/or drama.

Learning Activities:	Materials and Resources:
1. Speech therapist will visit and explain her work and correct speaking habits.	1. School Speech Therapist
2. The drama department from Pleasant Hill High School will visit and show use and working of puppets.	2. Drama Department
3. Each child will make a puppet which is resembling an occupational worker who uses speech; they will give a play to the other rooms.	3. National School Assembly or local talent.
4. Have a pantominist visit; hold assembly for all grades.	4. Charge $35 - $40.00 Carol Thibeau (pantominist optional due to cost)
5. Have librarian visit and demonstrate the art of story telling.	5. Librarian
6. Use DUSO and Peabody Language Development Kit which includes many occupations.	6. DUSO - Peabody Kit

Evaluation Activities:

1. The child will draw a picture of two occupations using Speech and/or Drama.

Grade: 1 Subject: Social Studies Unit: School Orientation

I. CONCEPT: Many people work in our school.

Objective: Students can verbalize the role of five school employees.

Learning Activities:

1. Take students on a tour of school buildings to look for places where people work and also to look for as many workers as possible.
   a. office
   b. health room
   c. kitchen (volunteer mothers)
   d. library
   e. speech room
   f. janitor's work room
   g. playground
   h. other classroom
   i. bus driver
2. Draw pictures of three school workers, as teacher writes down child's description.
3. Charades.
4. Child have the responsibility of custodial job for one week.

Evaluation Activities:

1. The child can draw a picture of five people working at school, and/or
2. The child can verbalize orally the jobs of five school employees.

Materials and Resources:

1. School Personnel
   Bus personnel
   Volunteer mothers

Study Prints:
#17 School Safety
School Friends and Helpers
PS 5600 44

Grade: 1 Subject: Social Studies Unit: 2. Family

I. CONCEPT: An "occupation" or "career" is that work which one selects as a means of earning money, or maintaining a family.

Objective: The child can tell the role of the mother in or out of the home.

Learning Activities:

1. Roles mothers play:

Occupations	Repairing
Cooking	Sewing
Shopping	Hair dresser
	Nurse

2. Paste picture onto board and cut into puzzle.

3. Write recipe of a lunch; make the lunch; trace how the ingredients are purchased. (related to math)

4. Child close eyes - make picture of one job that is done in the home. Make bulletin board display.

5. Point to various displayed pictures; child decides what person in the home does the work; label the picture with the name of the worker.

6. Riddles about the jobs around the house.

7. Seamstress visit.

Evaluation Activities:

1. The child can draw and/or verbalize as many jobs as he can that the mother does in or out of the home.

Materials and Resources:

Peabody Kits
- Lesson 5 - Activity 1
- Lesson 9 - Activity 1-3
- Lesson 10 - Activity 2,3

Resource

1. Seamstress - mothers Home Ec. teacher.

3. Cook

Films:
"Our Family Works Together" MA 6208 02
"The Busy Bee" Sound-filmstrip FR 7002 90
"Family Teamwork and You" MB 6901 28
"My Mother is the Most Beautiful Woman in the World" MA 7001 77
"Family at Work and Play" SP - PS 6600 45
"Families and Jobs" Resa Earns Her Dime MA 7004 02

Grade: 1 Subject: Social Studies Unit: 2a. Family

I. CONCEPT: An "occupation" or "career" is that work which one selects as a means of earning money.

Objective: Every child can identify his father's "occupation" or "career".

Learning Activities:

1. Riddles about occupations that the fathers of the students are presently in.
2. Pantomine Workers from Peabody.
3. Find or draw pictures exemplifying fathers occupation; display on bulletin board. Match titles to pictures.
4. Bring in actual tools a father uses.
5. Make worksheet which matches uniform to worker; hat to worker; tool to worker.
6. Visits from interested fathers and what they do.
7. Use alphabet letters to think of a worker beginning with each letter.
8. Discussion of the need for work for the family.

Evaluation Activities:

1. The child will be able to describe orally the work his father does for a living.
2. Name his father's occupation.
3. Draw pictures of father's work, and make a book from them to be left in the room for children and parents.

Materials and Resources:

Peabody Kit

2. Lesson 5 - Activity 2
   Lesson 6 - Activity 2
   Lesson 6 - Activity 3
   Lesson 35 - Activity 2
   Lesson 779- Activity 3

Films:
"Hands Grow Up"
MA 7200 40
"The Thinking Book"
MA 7101 95

Resource person:
Fathers
School personnel

Grade: 1 Subject: Social Studies Unit: 2b. Family

I. CONCEPT: To know the ways foods are produced, prepared, marketed, and consumed.

Objective: The child can list, or draw, one occupation involved in the handling of milk.

Learning Activities:

1. Visit a dairy; creamery.
2. Trace production of milk and paint a mural of steps from cow to table.
3. Make experience chart.
4. Make butter.

Evaluative Activities:

1. The child will list orally, or by drawing a picture, one occupation involved in the handling of milk.

Materials and Resources:

1. Medo-Lend Dairy 345-2371

4. Lochmead Dairy
Junction City 998-8544
(complete processing)

Study Prints

Dairy Helpers
PS 5505 81
Dairy Helpers #7

Films:

The Cow
MA 5812 72
How Milk is Processed
ML 5901 09
Dairy Cow
ML 5901 11
How a Cow is Milked
ML 5901 10
How Milk Comes To Us
ML 5901 08
Milk
MA 5204 18
Butter Making Kit
DA 5704 80

Grade: 1 Subject: Social Studies Unit: 2c. Family

I. CONCEPT: Many people work on building a home.

Objective: Learners can name three important people in a construction unit.
(1) carpenter (2) cement truck driver (3) plumber (digger)

Learning Activities:

1. Pictures and discussion of various types of shelter.

2. Construct model of own home by paper folding, milk cartons, blocks.

3. Visit local unit being built and observe all workers involved.

4. Ask student to bring from home some of the common tools used in the home.

   a. hammer and nails
   b. screw drivers and screws
   c. pliers and wrenches
   d. hand drill and wooden bits
   e. can opener
   f. electric or play iron
   g. broom
   h. mop
   i. portable vacuum cleaner

Hold up and ask this question:

1. What is this?
2. Who uses this?

Evaluative Activities:

1. The child will list orally, in writing, or by drawing, three occupations involved in the construction of a home.

Materials and Resources:

Peabody:

1. Breeden Brothers
   Jim McKee - speak on trailer houses.

2. Carpenter visit

Films:

Pipes In The House
MA 6220 55
We Live in a Trailer
MA 5704 09
Let's Build a Home
MA 6220 65
House Ahead
MA 7102 05
Building A House
MB 6503 14
New House-Where it Comes From
MA 5300 52

Grade: 1 Subject: Social Studies Unit: 2d. Family

CONCEPT: Many people are involved in clothing construction.

Objective: The child can list one job involved in the construction of clothing.

Learning Activities:

1. Trace clothing production from cow hide to selling of a coat.
2. Visit a tannery.
3. Have a weaver visit from U. of O. Art Education class.
4. Riddles - children can write and say verbally as test in who prepared the piece of clothing.

   Example:
   "It keeps you warm. You wear it over clothes. It is a _____(coat).
5. Demonstration on a loom.
6. Visit fabric store and make a book featuring clothes for work, hot and cold weather, and people involved.

Evaluation Activities:

1.m The child can list orally, in writing, or by illustrating, one job involved in clothing construction.

Materials and Resources:

1. Tandy Leathercraft
   Ralph's Leather Tailors
   Shoe Repairman
2. Leather Goods-McPhearson
3. Serenity Weavers 345-0643
   Eugene, Oregon

Films:

How Clothing is Made
MB 7003 46
George's New Suit
MA 6300 50
Cloth - Fiber to Fabric
MB 7003 20
Clothes We Wear
MA 6501 05
Clothing
MA 6204 09

Peabody Kit
Lesson 20 - Activity 3--4

Grade: 1 Subject: Social Studies Unit: 2c. Family

I. CONCEPT: There are many kinds of work people do in the home.

Objective: The child can name his present career as that of a student and son/daughter.

Learning Activities:

1. Ask student to try new tasks in the home they don't generally perform for one week. Ask child one question:

   a. Do you like the new task?
   b. Were you able to do it successfully?
   c. What did you use or learn?
   d. Are you willing to try new jobs at home?

   Teacher sends a letter home:

   Dear Parents:
   Your child is learning about the world of work. Will you help him select a task in the home which he normally does not do but which would be helpful to the family?

   Teacher_____

2. Show filmstrip which relates to jobs in the home. Discuss skills needed and list on the board.

   Cooking----read recipes
   Shopping---count money
   Washing----grouping clothes by color
   Repairing---using tools

Evaluation Activities:

1. The child can draw or describe his own job as a student and son/or daughter.

2. Each child demonstrates one job he did at home that was his responsibility. Then the child can teach another the newly learned job.

Materials and Resources:

Peabody Kit

Lesson 10 - Activity 1-3
Lesson 136 - Activity 1

Films:

Allen Is My Brother
MA 6700 80
Our Family Works Together
MA 5208 02
What Do Fathers Do?
MA 6220 47

Study Prints:

Our Family at Work and Play

Filmstrips:

Helping Mother and the Father
Encyclopedia Britannica #7700
What Mothers Do SRA filmstrip
from World of Work Series

Grade: 1 Subject: Social Studies Unit: 3. Holidays

I. CONCEPT: Many workers come to the home.

Objective: Shown a list of workers, pupils can name service performed for his family. (postman, garbage man, soldier)

Learning Activities:

1. Role play workers and their duty after they visit.
   a. postman - have him visit
   b. garbage man - have him visit
   c. soldier
   d. doctor
   e. neighbor
   f. paper boy

2. Write story about what the worker does.

   Title: The Postman
   Illustrate:_____
   Story:_____

3. At Thanksgiving, visit a turkey farm. Trace the process of turkey from pen to plate, naming workers involved.

4. At Christmas, visit toy making industry.
   Goodwill Industries
   Roche - Dolls

5. Mrs. Brown visit on repair of dolls.
   Patty Keipet.

Evaluation Activities:

1. The child can role play the service that the following people offer to the family.

   postman
   soldier
   neighbor
   garbage man
   paper boy
   doctor

2. Draw the workers involved in turkey production.

Materials and Resources:

1. Garbage man
   Soldier

2. Postman

3. Lorang Turkey Farms
   Junction City, Oregon

4. Goodwill Industries
   Roche-Dolls

5. Mrs. Hobert Brown. Patty Keipet.

Films:
The Mailman
MA 6503 15
A Community Keeps House
MA 5701 42
Dolls of Many Lands
MA 5204 37

Study Prints:
Holidays and Special Occasions
Columbus Day PS 6718 78
Christmas PS 6718 77
Lincoln's Birthday PS 6718 79
Thanksgiving PS 6718 80
United Nation's Day PS 6728 66
Washington's Birthday PS 6718 81
Spring and Summer Holidays PS6718 76
Keep the City Clean and Beautiful
PS 6600 40

Grade: 1 Subject: Social Studies Unit: 4. Patriotism

Note: This unit not applicable at this time.

I. CONCEPT: Develop attitudes, knowledge, and skills needed for effective employment.

Objective: Child can state the four important characteristics of a good citizen. (1) be on time (2) observe rules (3) doing one's part (4) accept responsibility.

Learning Activities:

1. Have a puppet show on "undesirable qualities" then "desirable qualities" of a good citizen who becomes a good workers.
   How did student carry out job in room?
2. Films about responsibility of each person in a world of work and play.
3. Guest speaker from either Army or Navy to speak on patriotism.

Evaluative Activities:

1. The child will verbalize the four important characteristics of a good citizen.

Materials and Resources:

1. Films:

   Going to School is Your Job
   MB 5906 59
   Ant and the Grasshopper
   MA 6908 63
   The Apple
   MA 7102 05

Resource:

U.S. Army Recruiting Services
U.S. Navy Recruiting Services

Grade: 1 Subject: Social Studies Unit: 5. Maps

Note: This unit not applicable at this time.

I. CONCEPT: People make maps for safety.

Objective: Child can follow the fire drill map from the room to point of safety.

Learning Activities:

1. Principal makes original map. Explain to class how and why he did it.
2. Draw map of fire drill pattern on large scale, from room to safe spot.
3. Map own road and house.

Evaluative Activities:

1. The child will follow a simple map on a practice fire drill - getting the child from the room to a point of safety.

Materials and Resources:

1. Resource Person: Principal

Film:

Maps of Our School
MA 6508 78

Grade: 1 Subject: Social Studies Unit: Animals

I. CONCEPT: Animals need the care of people.

Objective: The learner can match the workers to the care animals need.

Learning Activities:

1. Have a veterinarian visit the classroom.
2. Visit Mr. Powers Pet Store
3. Field trip to Portland Zoo.
4. Have a Dog Groomer visit.
5. Sheep Shearing.

Evaluative Activities:

1. The learner will cut and paste the picture of a worker to match the picture describing his job.

Materials and Resources:

Speakers:

1. Dr. Blinkhorn, Veterinarian
2. Donald Powers

Films:

Zoo Babies - Observing
Things About Us
MA 6704 45
Dogs Don't Eat Grapes or
Bananas
MA 7102 93
Rhythm in the Zoo
MB 6201 60
Care of Pets
MB 6205 30

4. 4-H Department
5. Mr. Minty - Junction City
688-8791

Grade: 1 Subject: Science Unit: Observing

I. CONCEPT: Many jobs use observation.

Objective: The child can list two jobs using observation.

Learning Activities:

1. Visit paint and wallpaper store.
2. List ways a teacher observes a child in school (reading, health, behavior).
3. Tour once around the school and write up their observation of people using observation.
4. Visit from mother showing cake decorating.

Materials and Resources:

1. Wallpaper and Paint Store
2. None
3. None
4. Volunteer mother Cake Decorating.

Films:

Pigs
MB 6803 43
What Shall We Paint?
MA 5704 18
How Little, How Big
MA 6702 20

Evaluative Activities:

1. The child can list orally, in writing, or by drawing, two jobs using observation.

Grade: 1 Subject: Science Unit: Perception 2

I. CONCEPT: Many occupations use perception.

Objective: The learner can list two occupations using perception.

Learning Activities:

1. Have a cook visit and explain how one uses perception of odor, taste, sound.
2. Have band or orchestra leader explain how they use perception of sound.
3. Have one write experience chart on how the shoe repairman has to perceive what the old shoe needs - shoe strings, etc.
4. Play game: Pretend you're a scientist; blindfolded you will taste the two mystery powders.

Evaluative Activities:

1. The child will list orally, in writing, or by drawing, two occupations using perception.

Materials and Resources:

1. Cook from Trader Lee Leslie Mandarin Foods
2. Band Leader: Mr. Welch
3. Ralph's Shoe Store

Films:

How We Feel About Sound
MA 7100 25

Listening, Looking, and Feeling
FR 5506 18

Grade: 1 Subject: Science Unit: Classifying

I. CONCEPT: Many occupations are involved in classifying.

Objective: The learner can name two occupations involved in classification.

Learning Activities:

1. Visit library and see how the books are classified.
2. Have mothers share how the various rooms have equipment and supplies pertaining to that room. Cut out pictures of household items and classify according to use in the household. Let child pretend he is mother or father, and classify.
3. On the visit to the supermarket, have child draw pictures of his three favorite foods and observe how foods are classified in the store. Have child classify all pictures.
4. While at the Pet Store, observe how animals are classified.

Materials and Resources:

1. Librarian
2. Mother
3. Magazines.
   Shop Rite Market
4. Little Ark Pet Store
   Eugene, Oregon

Films:

Spring Brings Changes
MA 5703 75

Evaluative Activities:

1. The child will be able to describe two jobs involved with classification, either orally, in writing, or by illustrating.

Grade: 1 Subject: Science Unit: Science

I. CONCEPT: Many occupations involve movement.

Objective: The student can name two occupations involved in movement.

Learning Activities:

1. Visit the airport and make a book covering all people who work with airplanes.
2. Make a book which describes the workers on a train.
3. Have a ballerina visit the class and explain body movement, and how she dances as her work.

Evaluative Activities:

1. The child will be able to check the jobs using movement as the teacher gives the list orally to the child.

Examples:

Artist	(no)
Principal	(no)
Ballerina	(yes)

Materials and Resources:

1. Eugene Municipal Airport
2. Railroad Depot
   Eugene, Oregon
3. University of Oregon School of Dance.

Films:

Dance Your Own Way
MA 5701 50

Grade: 1 Subject: Science Unit: Measurement

I. CONCEPT: Many people use measurement in home and in occupations.

Objective: The student can name two occupations involving measurement.

Learning Activities:

1. Bring in a measuring device used by shoe salesman and decide how they use measurement.
2. List all the people who use measurement in building a house.
3. Role play how a child uses measurement.

Evaluative Activities:

1. The student will list two occupations using measurement, either orally, by writing, or by illustrating.

Materials and Resources:

Ralph's Shoe Store

2. Carpenter

3. None

Films:

Let's Build A House
MA 6220 66

New House - Where It Comes From
MA 6300 52

Grade: 1 Subject: Math Unit: 1. Counting

I. CONCEPT: Many occupations use counting.

Objective: The student can name as many ways as possible that people use counting in their work.

Learning Activities:

1. Student counting: the milk; student attendance; ice cream bars.
2. Visit the library and count the number of books they turned in and the number they have out. Librarian could explain this.
3. Secretary of school could talk to the children about how she uses counting in her job.
4. List jobs at home that involve counting. Ask parent for one new duty through the week that depends on the child for counting.

Evaluative Activities:

1. The child can draw or list orally the ways people use counting in their occupations.

Materials and Resources:

1. None
2. Librarian
3. Secretary
4. None

Films:

Behind the Scenes at the Supermarket
MA 6701 03

Arithmetic in the Food Store
MA 6604 10

Grade: 1 Subject: Math Unit: 2. Addition and Subtraction

I. CONCEPT: People use the idea of addition and subtraction in their work and at home.

Objective: The child can identify two ways addition and subtraction are used.

Learning Activities:

1. Game: "Have You Seen My Geese?"

   Prep: Pin a large number on each child in a circle.

   Intro: I will be farmer and you are geese. I will go to one and say, "Have you seen my geese?" Robert (#8) would say, "No. How many have you?" I have two more than you. He must find answer (2+2) and look for the guy with #4. Chase him and catch him before he (#4) gets back to his place. Can also use subtraction.

2. Game: "Postman"

   Prep: Cut ten squares of paper and number 1-10. Cut many rectangles resembling envelopes. On each write an addition or subtraction problem whose answer is between 1-10.

   Intro: Ten people are houses holding an answer card. Mailman delivers envelopes to right house. (4+1) goes to (#5).

Evaluative Activities:

1. The child can draw or list orally, or in writing, at lease two ways subtraction and addition are used in occupations and at home.

Materials and Resources:

1. Game: "Have You Seen My Geese?"

2. Game: "Postman"

Films:

The Service Station
MA 6506 09

More and Less
MA 6809 83

Grade: 1 Subject: Math Unit: 3. Measurement

I. CONCEPT: Measurement is used in many jobs.

Objective: The child can list two jobs which use the measurement of liquids and dry goods.

Learning Activities:

1. Have a mother visit and tell how she uses cups, pints, quarts in cooking. Make cookies or cake using measures.

2. On visit to dairy have them explain pints, quarts, gallons.

3. Visit Farrell's Ice Cream Parlor to learn use of pints, quarts, and gallons.

4. Make Salt Flour Dough using pints, quarts, etc. Model animals out of dough.

   Mix 1 pint salt, 3 quarts flour, 4 T cooking oil, and enough water to make a soft dough (about 1½ cups water). Add vegetable coloring or powdered paint. Store in plastic bag in refrigerator.

Evaluative Activities:

1. The child can list orally, in writing, or by drawing a picture, occupations using the measurement of liquid and dry goods.

Materials and Resources:

1. Volunteer mother

2. Field Trips:
   Dairy (listed under Social Studies)

3. Farrell's Ice Cream Parlor
   or
   Medo-Land Creamery

Grade: 1 Subject: Math Unit: 4. Money

I. CONCEPT: Many people use money in occupations.

Objective: The student can list two people who use money in their occupations and at home.

Learning Activities:

1. Visit Woolworths

   See how people purchase items using money. Let each child (?) purchase something.

2. Third grade tell how they make change when selling ice cream.

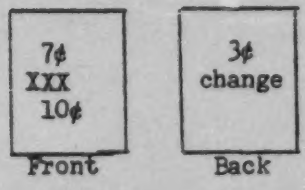
3. First graders purchase milk, hot dog, hamburgers, spaghetti, pencils, erasers.

4. Observe P.T.A. ladies computing monies from the above purchases. Room 13.

5. Game:

   Prep: 20 2x3 cards. Paste on pictures from magazines, and price. Under this draw and label several coins whose total is more than price of toy. On back write amount of change received.

   Intro: Work in pairs
   Show to whole class
   Two teams.



Evaluative Activities:

1. The child can draw pictures of two occupations that involve the use of money handling.

Materials and Resources:

1. Woolworth's, Eugene, Oregon

4. Trent P.T.A.

Grade: 1 Subject: Health Unit: 1. Community Health

I. CONCEPT: Some occupations are related to community health.

Objective: The student can list two occupations related to community health.

Learning Activities:	Materials and Resources:
1. Discuss the pollution of swimming water and those who test it. Sanitation people.	
2. School nurse visits and describes her work.	2. School nurse
3. Visit from American Cancer Society, Red Cross, and what they do for the community.	3. American Cancer Society
4. Make a scrap book of people who are involved in community health.	
5. Visit Twilight Acres Rest Home. Take a toy they have made by the assembly line method.	5. Twilight Acres Rest Home
Evaluative Activities:	
1. Draw a picture of two people who work to make the community healthy.	

Grade: 1 Subject: Health Unit: Safe Living

I. CONCEPT: Many people are helping to keep you safe.

Objective: The student can list or name two occupations that help keep us safe.

Learning Activities:

1. Visit from policeman - for safety.
2. Visit from Lane County Sheriff's Water Search and Rescue Team.
3. See film on bus safety. Have bus driver talk to us.
4. Interview teacher's aides on school safety.

Materials and Resources:

1. Lane County Sheriff's Dept.
2. Lane County Sheriff's Dept.
3. Bus personnel
4. Teacher's aides.

Films:

School Bus Safety
PS 6700 14

School Safety
PS 6700 15

Safety on School Bus
MA 6203 53

Safety on Playground
MB 6204 07

Evaluative Activities:

1. The student will draw as many occupations as possible who help keep us safe.

Grade: 1 Subject: Health Unit: 3. Personal Health

I. CONCEPT: Many occupations are related to personal health.

Objective: The student can identify one job related to personal health.

Learning Activities:

1. Have dental hygienist visit.
2. Visit dentist; draw picture of all people who work with him.
3. List the basic food groups and the people who supply them.

   Farmer
   Store Clerk
   Baker

4. Visit from doctor; pharmacist.
5. Gymnast from University of Oregon.
6. Visitor to explain body exercise.
7. Visit from baton twirlers in Trent on body movement.

Evaluative Activities:

1. The student will role play one job involved with personal health.

Materials and Resources:

1. Lane Community Collete
4. University of Oregon
5. University of Oregon
6. Executive Health Spa personnel
7. Creswell baton class instructor.

Films:

Bread
Eat Well, Grow Well

Grade: 1 Subject: Health Unit: 4. Mental Health

I. CONCEPT: Occupations are involved in mental health.

Objective: The child can name one person who is involved in mental health.

Learning Activities:

1. Visit from school nurse
2. Visit from school counselor

Evaluative Activities:

1. Draw a picture of one person who works to keep us happy and healthy in mind.

Materials and Resources:

1. School nurse.
2. School counselor

Grade: 2 Subject: Language Arts Unit: Speaking Skills

I. CONCEPT: Some occupations require good speaking ability.

Objective: The student can list three occupations that use speaking skills.

Learning Activities:	Materials and Resources:
1. Make puppets and put on a play for other rooms showing occupations that use speaking skills in their occupations. (telephone operator, radio announcer, T.V. announcer, minister, teacher, etc.)	
2. Set up mock radio station - use microphones and have children give weather reports, news reports, speeches.	2. Tape recorder Microphones Television
3. Use Teletrainer telephones and be an operator.	3. Teletrainer
4. Field trip KPNW Radio Station, or KERG Radio Station. Visit KEZI Television Station.	4 & 5 Radio Station
5. Listen to a disc jockey and observe his speech.	

Evaluative Activities:

1. The child will list orally, in writing, or by drawing, three occupations that use speaking skills.

Grade: 2 Subject: Social Studies/Health Unit: 1. Community Helpers Who Help Us Stay Healthy
A. Hospital Workers

I. CONCEPT: There are many jobs connected with the hospital.

Objective: Shown pictures of hospital helpers, the student can identify and tell at least one service performed by each. (identify four)

Learning Activities:

1. Observe and discuss study prints, films, and filmstrips.
2. Role play: doctor, nurse, lab technician, X-ray technician, druggist, and other workers.
3. Write stories about and draw pictures of hospital workers.
4. Read library books.
5. Play charades. Some members act out and rest of class guess.
6. Have children tell of their experiences in a hospital.

Evaluative Activities:

1. Show the child pictures of hospital workers and let him choose four to identify and tell one service performed by each.

Materials and Resources:

Films:

The Hospital
MB 6910 93
Community Hospital
MA 6701 60
The Doctor
MB 7003 29
Alexander Learns Good Health
MA 6207 27
Soapy, The Germ Fighter
MA 5726 75

Study Prints:

Hospital Workers (Helpers)
PS 6505 83
We Visit The Doctor
FS H #21 (Trent)

Grade: 2 Subject: Social Studies/Health Unit: 1. Community Helpers Who Help Us Stay Healthy
B. Care of Teeth

I. CONCEPT: Many people work to help care for our teeth.

Objective: The student can identify the dentist and tell what he does.

Learning Activities:

1. Invite a dentist to visit the classroom and discuss his occupation.
2. Plan a field trip to a dentist's office.
3. Invite a dental hygienist to visit and discuss the work she does.
4. Have the school nurse demonstrate the proper way to clean teeth.

Materials and Resources:

1. Dr. H.T. Gable

4. School Nurse, Marian Wolfe

Tooth Model

We Visit The Dentist
Trent F.S. #H 20
Let's Talk About Teeth
Trent F.S. #H 36

Film:

Dottie and the Dentist
MA 5230 24

Teeth Are to Keep
MB 5208 89

Evaluative Activities:

Shown several pictures, the child can identify the dentist and tell what he does.

Grade: 2 Subject: Social Studies/Health Unit: 1. Community Helpers Who Keep Us Safe
A. Policemen

I. CONCEPT: Policemen help to keep us safe in many ways.

Objective: Students can identify policemen and tell three ways they help us. (1) enforce laws (2) direct traffic (3) help in emergencies

Learning Activities:

1. Invite a policeman to come in and tell how he trained for his job and explain his various duties.
2. Make bulletin board. Policeman at work.
3. Discuss how policemen help in emergencies.
4. Draw a series of safety signs that a motorist should obey and tell how policemen direct traffic.
5. Make fingerprints. Discuss how they help a policeman in his work.
6. Field trip to police station.

Evaluative Activities:

1. Shown a set of pictures, the child can identify the policeman and tell three ways he helps people.

Materials and Resources:

1. Policeman

Film
Films:

The Policeman
MB 6801 99

Policeman Walt Learns His Job
MA 6703 34

Study Prints:

Police Department Helpers
PS 6505 84

Men In Blue. Policemen in Action
F.S. 5562

Grade: 2 Subject: Social Studies/Health Unit: 2. Community Helpers Who Keep Us Safe
B. Firemen

I. CONCEPT: The fireman is an important helper in keeping the community safe.

Objective: Students can identify a fireman, his clothing, and his equipment.

Learning Activities:

1. Invite representatives from the local Fire Department to visit school and demonstrate their equipment and clothing and tell about their work.
2. Plan a field trip to Springfield or Eugene Fire Departments.
3. Role play being a fireman.
4. Discuss occupations seen in films.
5. Draw pictures of fireman and his equipment.

Materials and Resources:

1. Dexter Fire Department

Filmstrip:
Trent SS 47 Fire Prevention

Films:

The Fireman
MB 5204 12
The Firehouse Dog
MA 5701 85
Fire Safety is Your Problem
MA 5203 03
In Case of Fire
ME 5205 85
I'm No Fool With Fire
MA 5500 82

Study Prints:

Fire Prevention Set
PS 5508 73
Fire Department Helpers
PS 5505 82

Evaluative Activities:

1. Shown a set of pictures, the child can identify the fireman, describe his clothing, and tell three things about his equipment.

Grade: 2 Subject: Social Studies/Health Unit: 1. School Citizenship and Safety

I. CONCEPT: Many people are responsible for the operation of a safe school.

Objective: Students can identify four school workers and tell one responsibility of each.

Learning Activities:

1. Invite the superintendent, principal, secretary, custodian, school nurse, librarian, bus driver, music teacher, counselor, aides, etc., for an interview. Let children ask questions.
2. Discuss how the school nurse helps us.
3. Have school nurse demonstrate eye chart and audiometer.
4. Discuss playground and bus safety.
5. Students will be encouraged to do custodial tasks in the classroom.
6. Students will take a trip around the school to observe personnel at work.

Evaluation Activities:

1. The child will draw pictures of four school workers and verbalize one responsibility of each.
2. Make mobile. Heads depicting school workers.
3. The teacher will describe an activity and the student will guess who performs it.
4. Students will be able to discuss:

jobs and people	librarian
teacher	custodian
principal	bus drivers
superintendent	maintenance men
counselor	film delivery man
nurse	
secretary	
aides	

Materials and Resources:

1. 2. 3. and 4.
All school personnel

Films:

Let's Play Safe
MA 6606 11
The Dangerous Playground
MB 7102 56
Courtesy at School
BA 5208 11
Going to School is Your Job
FB 863B

Study Prints:

School Bus Safety
PS 6700 14
School Friends and Helpers
PS 6600 44
School Safety
PS 5700 15

Grade: 2 Subject: Social Studies/Health Unit: 4. Community Helpers in Foods

I. CONCEPT: Many jobs are related to food production. Stress bakery, supermarket, butcher shop, truck farmer.

Objective: Given pictures of food, the student can tell who prepares the food.

Learning Activities:

1. Visit a supermarket bakery, butcher shop, truck farm.
2. Dramatize shopping experiences of children.
3. Observe and discuss film.
4. Bake bread and/or cookies.
5. Prepare a lunch.
6. Have a farmer come in and talk with the children.

Evaluative Activities:

1. Give the child two sets of pictures; foods and workers. Have the child match the food with the producer.

   For example: Milkman - cream, milk
   Baker - bread, cookies
   Butcher - steak weiners
   Farmer - vegetables, fruits.

Materials and Resources:

Films:

Behind the Scenes at the Supermarket
MA 5701 03
The Food Store
MB 5204 13
Foods From Grains
MA 6300 09
Bakery Beat
MB 6906 80
Bread
MB 6704 17
Grandmother Makes Bread
MA 5702 04
Where Does Our Meal Come From
MA 6300 55
We Get Food From Plants and Animals
MA 6203 50
Truck Farmers
MA 5204 21
The Story of the Wholesale Market
MB 5703 77

Study Prints:

Supermarket Helpers
PS 6505 85

Grade: 2 Subject: Social Studies/Health Unit: Community Helpers in Foods

I. CONCEPT: Many jobs are related to food production. Stress bakery, supermarket, butcher shop, truck farmer.

Objective: Given pictures of food, the student can tell who prepares the food.

Learning Activities:

1. Visit a supermarket bakery, butcher shop, truck farm.
2. Dramatize shopping experiences of children.
3. Observe and discuss film.
4. Bake bread and/or cookies.
5. Prepare a lunch.
6. Have a farmer come in and talk with the children.
7. Have a play store using:

   checker
   stock boy
   truck driver
   owner
   bookkeeper
   produce manager
   meat cutter
   baker, etc.

Evaluative Activities:

1. Give the child two sets of pictures, foods and workers. Have the child match the food with the producer.

   For example: milkman - cream, milk
   baker - bread, cookies
   butcher - steak, weiners
   farmer - vegetables, fruits

Materials and Resources:

Films:

Behind the Scenes at the Supermarket
MA 670103
The Food Store
MB 6204 13
Foods From Grains
MA 5300 09
Bakery Beat
MB 6906 80
Bread
MB 6704 17
Grandmother Makes Bread
MA 6702 04
Where Does Our Meal Come From
MA 6300 55
We Get Food From Plants and Animals
MA 6203 50
Truck Farmers
MA 6204 21
The Story of the Wholesale Market
MB 6703 77

Study Prints:

Supermarket Helpers
PS 6506 86
Life on a Dairy Farm
FS 5544

Grade: 2 Subject: Social Studies Unit: 5. Community helpers in Communications

I. CONCEPT: Many workers help in communication: post office, newspaper, telephone, library, TV, and others.

Objective: The student can identify three workers in communications and describe their work.

Learning Activities:

1. Take a field trip to the post office.
2. Write letters to mail on the field trip.
3. List all of the jobs observed while on the field trip.
4. Make a stamp collection.
5. Have a news reporter visit the classroom and discuss his work.
6. Use the teletrainer from the Bell Telephone Company to teach the correct way to use a telephone.
7. Prepare a class newspaper.
8. Visit the Springfield or Eugene library.
9. Bulletin Board
10. Scrap book, class or individual.

Evaluative Activities:

1. Given a set of pictures, the child will identify three workers in communications and tell about their work.

Materials and Resources:

Resource: Mrs. Davies, Librarian.

5. Register-Guard Springfield News
6. Teletrainer

Films:

Communication: A First Film
MA 7101 17
Communications For Beginners
MA 6300 49
Our Post Office
MA 7001 49
Telephone For Help
MA 7001 75
A Newspaper Serves It's Community
MB 6702 94
Where Do Our Letters Go- The Postal System
MA 6208 04
Discovering the Library
MA 6300 12

Study Prints:
Postal Helpers
PS 6505 85
Special Delivery. Story of Our Post Office
PS 5561

Grade: 2 Subject: Science Unit: Five Senses

I. CONCEPT: The senses are used in many jobs.

Objective: The student can list three jobs and tell how the senses are employed.

Learning Activities:

1. You are a scientist, blindfolded. Use five senses to figure out five objects.

2. You are a scientist. Figure out three clear liquids. What senses did you use?

3. Children tell the class what senses are used in the following jobs:

logger	typist
baker	cook
dentist	seamstress
saleslady	fireman
pilot	policeman
doctor	band conductor

4. Name the people involved in caring for the five senses.

optometrist
ear and throat specialist
otologist (ear)

Evaluative Activities:

1. The child can name and then describe how the senses are used in three jobs.

Materials and Resources:

Films:

The Senses
MA 7001 54
Curiosity Did Not Kill The Cat
MA 7102 63
You and Your Sense of Touch
MA 7003 90
You and Your Five Senses
MA 5728 86
Learning To Use Your Senses
MA 7002 97
Your Senses and Their Care
MA 5900 57
How Our Eyes See
Trent FS S #63

Grade: 2 Subject: Science Unit: 2. Seasons - Shadows

I. CONCEPT: Some jobs are related to seasons.

Objective: The student can identify three jobs related to seasons.

Learning Activities:

1. List instruments and people that help us understand the seasons.

   Astronomers - telescopes
   Cameramen - cameras
   Scientists - spectroscope
   Weathermen -
   Farmer - (plants, spring, harvest, fall)

2. Read about and discuss bird banding and migration of birds and animals.

3. Watch film and list all the jobs you observe.

Materials and Resources:

Films:

The Seasons of the Year
MA 5200 07
Seasonal Changes in Plants
MA 5202 98
Shadows of Our Turning Earth
MA 6703 63
Space Flight Around the Earth
MB 5703 72
Big Sun and Our Earth
MA 5200 27
Spring Brings Changes
MA 5703 75

Trent's Model Planetarium

Film Strips:

Signs of Spring
Trent FS S #25
Signs of Summer
Trent FS S #27
Finding Out About Day and Night
Trent FS S #15

Grade: 2 Subject: Science Unit: 3. Plants and Animals

I. CONCEPT: Many jobs and hobbies are related to plants and animals.

Objective: The student can list two jobs and two hobbies which are related to plants and animals.

Learning Activities:

1. Invite a farmer to talk to the class about farming.
2. Visit a pet shop or a pet hospital and see the people at work. (clerk, veterinarian, groomer)
3. List as many jobs as you can related to plants and animals. (logger, farmer, mill workers, bird bander, veterinarian, meat cutter, cannery workers, meat packers, fish hatchery, cattle raising, cowboy, etc.)
4. Make a scrapbook of jobs listed above in #3.
5. Have a 4-H leader talk to the class and try to interest them in participating.

Evaluative Activities:

1. The child will list orally, in writing, or by drawing, two jobs and two hobbies related to plants and animals.

Materials and Resources:

Films:

Mr. Blue Lake
MB 6700 56
How Animals Help Us
MA 6300 31
We Get Food From Plants and Animals
MA 6703 50
Seeds Grow into Plants
MA 6302 34

Grade: 2 Subject: Science Unit: A. Weather

I. CONCEPT: Many people are employed by weather bureaus.

Objective: The student can identify three jobs related to weather bureaus.

Learning Activities:

1. Call the weather station and find out how many people are employed. How?
2. Listen to weather forecast on T.V. and radio.
3. Make simple weather instruments and relate to people who use them.

   thermometer - weatherman
   candy makers, doctors,

   weather vane-wind socks - pilots and weathermen.

   rain gauge

   animometer
4. Make weather chart to record weather for one month.
5. Bring weather maps from the newspaper to be discussed.

Evaluative Activities:

1. The child will identify orally, in writing, or by illustrating, three jobs related to the weather bureau.

Materials and Resources:

Films:

Thermometers
MA 5703 86

Thermometers and How They Work
MA 6304 76

Thermometers: How They Help Us
MA 5723 14

Grade: 2 Subject: Science Unit: B. Weather

I. CONCEPT: Many jobs depend upon the weather.

Objective: The student can identify five jobs that are affected by the weather.

Learning Activities:

1. Bulletin Board - Who Weather Affects. (astronauts, stewardess, pilots, farmers, fruit growers, recreational workers)
2. Make reports on jobs that are affected by the weather, explaining why.
3. Read books about weather.

Evaluative Activities:

1. Give the child a list of ten jobs and have him check the five that are affected by the weather.

Materials and Resources:

Films:

Whatever The Weather
MA 7003 15
Water in the Weather
MB 6704 05
Water, Water, Everywhere
MA 6300 39
Water For All Living Things
MA 6704 04

Film Strips:
Why Do We Have Warm and Cold Days?
Trent FS S #53

Grade: 2 Subject: Math Unit: 1. Addition and Subtraction

I. CONCEPT: People use the idea of addition and subtraction in their work and at home.

Objective: The student can identify two jobs which use addition and subtraction in their work.

Learning Activities:

1. Visit a supermarket and add up grocery items.
2. Observe how a cashier uses a cash register.
3. Role play jobs using addition and subtraction.

   secretary
   store clerk
   carpenter
   highway construction man

Evaluative Activities:

1. The child will list orally, in writing, or by drawing, two jobs which use addition and subtraction.

Materials and Resources:

Films:

Arithmetic in the Food Store
MA 5604 10

The Food Store
MB 5204 13

Grade: 2 Subject: Math Unit: 2. Measurement

I. CONCEPT: People use measurement in many occupations and at home.

Objective: A. The child can list two jobs each that use liquid, linear, and time measurement.

Learning Activities:

1. Have children figure how many cups of cool-aid needed for class. Prepare cool-aid.
2. Have children bake bread and cookies using measurement.
3. List all the jobs you can think of that use measurement of time. (time clocks, scheduling, school, transportation, etc.)
4. When visiting the fire department, find out how long the hoses are, how many gallons of water pumped per minute.
5. Measure room.
6. When visiting the supermarket, look for as many units of measurement as you can find.
7. In the fall, make jelly to use on bread when we bake.

Evaluative Activities:

1. The child will illustrate six occupations using measurement, (2 time; 2 linear; 2 liquid) for a bulletin board.

Materials and Resources:

Films:

Time For Clocks
MB 5501 07

Measurement in the Food Store
MA 5702 80

What Time Is It?
MA 5200 04

Filmstrips:
Trent:

The second	M10
The Minutes	M11
The Hour	M12
The Half-Hour and Quarter Hour	M13
Hours and Minutes	M14
Comparisons	M15

Grade: 2 Subject: Math Unit: 3. Money

I. CONCEPT: People use money in many occupations and at home.

Objective: The student can identify three jobs which use money.

Learning Activities:

1. Make a play store, and use play money to make change.
2. When at supermarket note the price of articles. Have each child list the cost of their three favorite foods.
3. Use "play" money for behavioral modification and let the children buy their awards.
4. Buy milk tickets, ice cream, hot dog, and hamburgers at school. Learn to make correct change.
5. Buy stamps when we go to the Post Office.

Evaluative Activities:

1. The child will list orally, in writing, or by drawing, three jobs that use money.

Materials and Resources:

Films:

Money and It's Uses
MA 6305 07

Making Change for a Dollar
MA 6300 01

Grade: 2 Subject: Math Unit: 4. Geometry - Fractions

I. CONCEPT: People use geometry in their work and at home.

Objective: The student can name two jobs which use geometry.

Learning Activities:

1. Have Pleasant Hill High School construction student visit class and tell how he uses geometry in building.
2. Observe geometric shapes the construction people used in playground equipment and the school building.
3. Observe geometric shapes in the room - clothing, etc.
4. Cut apples, pies, cakes, fruit into halves, thirds, fourths, then use in fruit dish for lunch.

Evaluative Activities:

1. The child will list orally, in writing, or by drawing, two jobs which use geometry.

Materials and Resources:

Films:

Geometry - Curves and Lines
MA 5718 45

Geometry - Lines and Shapes
MA 6809 88

Geometry: Points, Angles, Lines, and Tigers
MA 5704 69

Building A House
MB 6503 14

Grade: 3 Subject: Language Arts Unit: Creative Writing

I. CONCEPT: Some people do creative writing for occupations and/or hobbies.

Objective: The child can describe an occupation which uses creative writing.

Learning Activities:

1. Guest speaker: Ken Kesey.
   Have the children write down questions to ask him before he arrives.
2. Discuss the steps involved in writing a story.
3. Students will write their own short stories. These should be put together in a booklet for the library and/or parents.
4. Have students read poetry written by authors. (see list)
5. Students will write their own poetry. These could be put into booklets for parents and/or library.
6. Guest speaker: Carolyn Feller, University of Oregon.

Evaluative Activities:

1. The child will describe, orally or in writing, an occupation which uses creative writing:

   author
   poet
   newspaper reporter

Materials and Resources:

Books:

The Golden Treasury of Poetry
Untermeyer
Wings From The Wind
Tudor
Cricket Songs
Behn
The Moment of Wonder
Lewis
Oxford Book of Poetry For Children
Blishen
Piper, Pipe That Song Again
Larrick

Films:

Let's Write A Story
MA 5501 74
Story of a Book
MA 5501 73

Teacher References:

The Junior Book of Authors
More Junior Authors
Illustrators of Children's Books
Index to Children's Poetry
Subject Index to Poetry for Children and Young People

Grade: 3 Subject: Social Studies Unit: Living in Lane County: Transportation

I. CONCEPT: The Lane County transportation system provides many occupations for it's residents.

Objective: The student can identify (orally or in writing) three transportation-related occupations in Lane County.

Learning Activities:

1. Build paper models of trains, cars, planes, trucks, buses, monorails, etc.
2. Complete questionaire:

   --How does your father go to work?
   --How does your mother go to work?
   --How many cars does your family have?
   --Have you ever ridden in a plane? A train?

3. Go on a field trip to the airport.
4. Visit the "round house" in Eugene.
5. Ride the "Goose Train" from the Village Green in Cottage Grove. (in September)
6. Visit the Model Train at OMSI.
7. Have students from Lane Community College in aviation explain about aviation.
8. Field trip to Greyhound Bus Depot.

Evaluative Activities:

1. The child will list orally, by illustration, or in writing, three occupations which are related to transportation.

Materials and Resources:

Guest Speakers:

--traffic controllers
--policemen
--city engineer
Darrel Dorman, Pilot

Films:

Busy Harbor
MA 6300 44
How People Travel In The City
PS 5600 41
Airport in the Jet Age
MB 5218 44
Tugboats and Harbors
MA 5220 70
The Helicopter Carries Mail
MA 5702 10
An Autumn Story: Mrs. Pennymaker
MB 5908 73
The Freight Train
MA 6204 28
Service Stations
MA 6505 09

Books:

Find a Career in Auto Mechanics

Grade: 3 Subject: Social Studies Unit: Living in Lane County: Resources

I. CONCEPT: Lane County natural resources provide many occupations for it's residents.

Objective: The student can identify verbally or by illustration, five resource-related occupations.

Learning Activities:

1. Field Trip to Kimball's Mill.
2. Visit Lookout Point Dam.
3. Visit the salmon holding ponds at Dexter Dam.
4. Have Demonstration Agent from courthouse come and show samples of soil and discuss specialized farms.
5. Field trip to Newman's Fish Market. How fish are caught, prepared, and handled.
6. Give a short oral report on a natural resource and the jobs it involves.
   a. worm farm
   b. fishing lures
7. Visit Agri-Pak or Hudson House for food products.

Evaluative Activities:

1. The child will illustrate five occupations that are involved with natural resources.

Materials and Resources:

Films:

Copper Mining
MB 5701 46
The Truck Farmer
MA 5204 21
Visit to the Waterworks
MA 6209 03
Mountain Men
MB 5702 89
Forest Ranger
MB 5205 34
Food Cannery
MA 7102 83
From Our Forests
MB 7102 83
The Cedar Tree
MA 7102 92

Transparencies:

Loggers At Work
TR 5800 55

Books:

Smoke Jumper
Forest Patrol

Resource People:

Strawberries - Clyde Ward
Beans - Ruth Ellison
Nuts - Powers
Fruits - Tinkers
Hunting and Fishing
- Cliff Soderstrom

Grade: 3 Subject: Social Studies Unit: Living in Lane County Government

I. CONCEPT: Lane County government provides many different occupations.

Objective: The students can list three occupations required to operate Lane County government.

Learning Activities:

1. Field trip to Lane County Court House.

   --Court system
   --Sheriff's Department
   --Clerk or Record Office
   --County Commissioner
   --Assessor
   --Health and Sanitation

2. Have a "mock trial" with judges, jury, defendents, lawyers, etc.

3. Make a bulletin board with Lane County Court House as the center with services and departments out from it.

Evaluative Activities:

1. The student will list orally, or in writing, three occupations required to operate the Lane County Government.

Materials and Resources:

Films:

Our City Government
MA 5910 79

Big People - Little People
MA 7003 10

Grade: 3 Subject: Social Studies Unit: Living in Lane County
Recreational Maps

I. CONCEPT: Map makers help people enjoy our land.

Objective: The students can use a map to identify three types of occupations related to recreation.

Learning Activities:

1. Make a hiearchy of maps:

   community
   county
   state
   United States
   North America
   World

2. Invite a person from the Forest Service to discuss the use of maps in his job. (from fourth grade)

3. Make a relief map of Lane County showing from "sea level to ski level" - mountains, lakes, rivers, valley, ocean.

4. Identify occupations related to recreation through collages.

5. Invite Lane County Road Engineer to discuss how roads are maintained so we can visit recreational areas.

Evaluative Activities:

1. The child will take a map of Lane County and list (or draw) on it, three occupations related to recreation.

Materials and Resources:

1. City of Eugene Department of Parks and Recreation

2. Lane County Committee on Parks and Recreation, Lane County Courthouse.

Films:

What Is A Map
MA 6203 25

Map Skills - Recognizing Physical Features
MA 7100 28

Maps - Coastal Symbols & Terms
MA 7001 20

Maps - Land Symbols and Terms
MB 5910 81

Grade: 3 Subject: Social Studies Unit: Living in Lane County: History

I. CONCEPT: There are occupations which help create early Lane County communities.

Objective: The student can list four occupations of the early settlers of Lane County.

Learning Activities:

1. Visit Bristow Monument and Cemetery.
2. Role play events of Pioneer Life in Lane County.
3. Make mural showing river and sea coast Indian life.
4. Collect pictures of pioneer times - trapping, trading, fishing, mining, and farming.
5. Do people still work at jobs that existed 100 years ago?
6. Guest speaker: Wilbur Ternyik, on artifacts, early trade, Indians, guns, and sea fishing.
7. Field trip to Lane County Pioneer Museum.

Evaluative Activities:

1. The child will list orally, in writing, or by illustration, four occupations of early settlers in Lane County.

Materials and Resources:

3. Maps:

   Indians of Oregon
   PM 7103 03

4. Cal Schmidt

6. Wilbur Ternyik
   Florence, Oregon

7. Lane County Fair Grounds in Eugene

Films:

Indian Family of Long Ago
MB 6204 45

Fur Trade - Beaver Valley
MB 6506 97

Children of the Covered Wagon Train
MB 6501 93

Westward Growth of Our Nation
MA 6207 95

Kentucky Rifle
MA 7006 08

Grade: 3 Subject: Science Unit: Insects

I. CONCEPT: Jobs and hobbies can be related to insects.

Objective: The child can list two jobs and how insects are helpful or harmful to that job.

Learning Activities:

1. Guest speaker: Mrs. Ray Ralston, on insect collection.
2. Interview County Agent about insects.... harmless and harmful...in our area.
3. Assign children to call the following people and ask them how insects help them and how insects harm their job:
   a. Tinker's Orchards
   b. Chase Flowers
   c. Pleasant Hill Gardens
   d. A dairy farm
   e. Forest Service
   f. Truck farmer (beans, nuts)

Materials and Resources:

1. Mrs. Ray Ralston
2. County Agent
3. Forest Service

Films:

Spiders
MB 7003 44

Butterfly and Moth Life Cycles
MB 7100 77

Filmstrips:

Flies and Mosquitoes
FA 241 C

Life Story of a Grasshopper
FB 237 C

Evaluative Activities:

1. The child will illustrate how insects are helpful, or harmful, to two occupations.

Grade: 3 Subject: Science Unit: 2. Plants

I. CONCEPT: Many jobs and hobbies are related to plant life.

Objective: The child can list three jobs related to plant life or growth of Plants

Learning Activities:

1. Have children make a bulletin board showing a plant and tree in the center, with related jobs around it. (County Agent, seed salesman, farmer, irrigation (dam worker), research scientists, forest service, etc.)
2. Go on the Clark Creek Nature Trail and determine occupations related to this area.... loggers, firemen, forest service, horticulturist, road builders, etc.
3. Visit Chase Flowers for discussion of occupations involved in growth of a plant from seed to the flower shop.
4. Play the role of a scientist and graph the growth of two plants, one being watered, one not being watered.

Evaluative Activities:

1. The child will list orally, in writing, or by illustration, three occupations related to plant life or growth of a plant.

Materials and Resources:

Films:

Leaves
MB 7101 51

Seed Dispersal
MB 6200 72

Seasonal Changes in Plants
MA 6202 98

Seasonal Changes in Trees
MA 6300 91

A Plant Through the Seasons
MB 5910 55

Plant Motions
MB 6208 74

Plants Make Food
MA 6501 75

Plants That Grow From Leaves, Stems, and Roots
MA 6207 85

Plants That Have No Flowers Or Seeds
MA 5902 15

Grade: 3 Subject: Science Unit: 3. Earth, Rocks, and Soil

I. CONCEPT: Many occupations and hobbies are related to earth, rocks, and soil.

Objective: The child can identify two jobs or hobbies related to earth, rocks, and soil.

Learning Activities:

1. Guest speakers to discuss rock collecting, jewelry making, and classifying.
2. Play the role of an astronaut on the moon. You find rocks that you have never seen. You must classify them some way.
3. Field trip to the coast:
   a. Fossil Point
   b. Shell Island
   c. Strata layers
   d. Different kinds of soil: sandy, clay, red, etc.
4. Trace the story of a pencil. (manufacturing)
5. Have students give reports and demonstrations on prospecting and panning of minerals. (miner)

Evaluative Activities:

1. Out of a checklist of six or eight occupations and hobbies, the student will pick out at least two which involve earth, rocks, or soil.

Materials and Resources:

1. Glenn Humiston

Films:

Rocks: Where They Come From
MA 5703 55

Rocks For Beginners
MB 6501 19

Copper Mining
MB 5701 45

Filmstrips:

Shale, Sandstone, and Conglomerates
FR 7002 14

Coal
FR 7002 13

Chart:

Rocks and Minerals
PC 5707 10

Grade: 3 Subject: Science Unit: Simple Machines

I. CONCEPT: Simple machines help in many occupations.

Objective: The student can identify three simple machines used in family occupations.

Learning Activities:

1. Fill out Observation Rating Sheet for father's occupation. See Appendix.
2. Walk around the Trent playground. Find as many simple machines as you can and see how they are being used.
3. Interview the custodian to find out what simple machines he uses.
4. Have a contest to see who can get the longest list of simple machines used in the home by father and mother.
5. Role play the job of a truck driver. What simple machines could you use to make your job easier?
6. Role play the job of a logger. What simple machines would make the job easier?

Evaluation Activities:

1. The child will list orally, in writing, or by illustration, three simple machines used in the home by the family.

Materials and Resources:

Films:

How Machines and Tools Help Us
MA 6200 37

Simple Machines:
The Inclined Plane
MA 6208 55

The Lever
MA 6300 80

Pulleys
MA 6300 81

Wheels and Axles
MA 6300 82

Machines That Help Farmers
MA 6702 62

What's So Important About A Wheel
MA 6506 08

Chart:

Machines Work and Friction
PC 6705 53

Grade: 3 Subject: Science Unit: Solids, Liquids, and Gas

I. CONCEPT: Several jobs are related to the study of solids, liquids, and gas.

Objective: The child can describe one of each (solid, liquid, and gas) and tell one occupation in which each is used.

Learning Activities:

1. Make a class poster listing the kinds of things a chemist would have developed... dyes, materials, spacecraft, plastics, etc.

2. Play the part of a scientist. There are three mystery powders in front of you (sugar, starch, and baking soda). Determine what they are.

3. As a research project, learn what you can about Robert Boyle and Antoine Lavoisier, chemists.

4. Have the firemen explain to the class how fire extinguishers work.

5. Prepare jello for the class. Observe the stages: powder, liquid, solid.

Evaluative Activities:

1. Match the following occupations with the thing that the worker would use the most.

1. ice skater	a. gas
2. milk bottler	b. liquid
3. propane gas man	c. solid

Materials and Resources:

2. Raymond Seals

Films:

Air: A First Film
MA 7002 77

Simple Changes in Matter
MA 53-0 76

Simple Demonstrations With Air
MA 6300 77

Grade: 3 Subject: Math Unit: 1. Addition and Subtraction

I. CONCEPT: People use addition and subtraction in their work and at home.

Objective: The students can list three jobs that require use of addition and subtraction.

Learning Activities:

1. Visit a bank, or Selco, to observe how the teller and cashier use addition and subtraction.
2. Visit the Pleasant Hill District Office to observe the secretary using the calculator.

Evaluative Activities:

1. The child will list orally, or in writing, three occupations that require the use of addition and/or subtraction.

Materials and Resources:

1. U.S. National Bank
   Selco - Richard Boettcher

Films:

Doing and Undoing in Math
MA 6718 44

Money In The Bank
MB 6805 99

Trent filmstrips:

Addition and Subtraction Are Related

Renaming Numbers for Subtraction

Grade: 3 Subject: Math Unit: Measurement

I. CONCEPT: Many jobs use forms of measurement.

Objectives: The child can list verbally, or in writing, three jobs that use measurement.

Learning Activities:

1. Field trip to fabric store to observe linear measuring of material.
2. Field trip to service station to observe liquid measurement of gasoline.
3. Have a drafting student from the Pleasant Hill High School visit the class to tell the students how measurement is used for building things.
4. Have the bus superintendent visit the class to discuss mileage.
5. On field trip to Kimball's Mill, have them point out methods used for measuring lumber.
6. Construct clock faces with assembly line techniques.
7. Measure running lanes for yearly relays in front of rooms 6, 7, and 8.

Evaluative Activities:

1. The child will list orally, or in writing, or by illustration, three jobs that use measurement.

Materials and Resources:

1. Stitch-n-Time, Pleasant Hill
4. Bus superintendent.

Trent filmstrips:

Introduction to Measurement

Grade: 3 Subject: Math Unit: 2. Multiplication and Division

I. CONCEPT: People use multiplication and division in their work.

Objective: The child can list two jobs which require use of multiplication and division.

Learning Activities:

1. Field trip to Meier and Frank to see how they use multiplication and division in their stock room, or mailing room.

2. Have a guest speaker from Oregon Environmental Council to tell how multiplication and division are used in their work.

3. Guest speaker:

   Eugene City Hall-Planning Commission for discussion on dividing property.

Evaluative Activities:

1. The child will list orally, in writing, or by illustration, two jobs which use multiplication and/or division.

Materials and Resources:

2. Oregon Environmental Council, Eugene, Oregon

3. Eugene City Hall Planning Commission.

Trent filmstrips:

Multiplication and Division Are Related

Renaming Numbers For Multiplication

Grade: 3 Subject: Math Unit: 4. Geometry and Fractions

I. CONCEPT: Geometry and fractions are used in several jobs.

Objective: The child can identify three jobs that use geometry or fractions.

Learning Activities:

1. Go on a walk around the Trent area and observe geometric shapes that carpenters used in building houses.

2. Have the children make a design using Spirographs.

   Have them explain in what occupations these designs might be used. (artist, lamp manufacturer, cloth designer, etc.)

3. Make a "Crystal Garden" using fractional measurements.

   Recipe: ½ salt
   ½ bluing
   food color
   ½ water
   1 T ammonia
   Mix and pour over crumpled tin foil.

4. Invite a member of the Drafting Class to explain use of graphs and fractions.

5. Draw a circle representing an entire day. Divide it into fractional parts showing time spent eating, sleeping, working (school), and playing.

Evaluative Activities:

1. The child will list orally, in writing, or by illustration, three jobs which use geometric shapes or fractions.

Materials and Resources:

2. High School Drafting Teacher

Films:

Shape
MA 7003 08

Trent filmstrips:

Fractional Parts of a Whole and of Sets
How We Think in Geometry: Points, paths

4. Ray Kodera

Grade: 3 Subject: Health Unit: 1. Community Health: Microbes - Drugs

I. CONCEPT: Lane County employees help maintain good community health.

Objective: The student can identify the role of the Lane County Health Department.

Learning Activities:	Materials and Resources:
1. Visit the Health Service at the Lane County Courthouse.	1. Mary Stanford (?)
2. Field trip: McKesson and Robbins Drug Wholesaler, Eugene, Oregon.	
3. Diseases: Field trip to Lammer's Fairfield Pharmacy.	
4. Narcotic speaker: Fred Jenkins, Springfield, Oregon.	4. Lt. Howard Kershner

Evaluative Activities:

1. Student check the jobs related to Lane County Health Department.

Example:

___1. Teacher
___2. Janitor
___3. Garbageman
___4. Nurse
___5. Welder
___6. Doctor
___7. Pilot
___8. Water comptroller
___9. Forester
___10. Air pollution engineer

Grade: 3 Subject: Health Unit: 2. Growth as a Family Member

I. CONCEPT: Some occupations help us grow emotionally.

Objective: The student can describe orally, or in writing, how a psychologist or a counselor can help us become good citizens.

Learning Activities:

1. Have a psychologist visit the classroom to discuss Mental Health. (from I.E.D. or the University of Oregon.)
2. Have our Guidance Counselor talk to the children on citizenship.

Evaluation Activities:

1. Role play the job of a psychologist or a counselor.

Materials and Resources:

1. Lane County Juvenile Home
   Dr. Ellsworth
2. Lt. Howard Kershner

Films:

Am I Dependable
MA 7102 60

Forgive and Forget
FA 397 D

Choosing Up
MA 7200 30

How Friends Are Made
FA 398 D

Just Like Me
MA 6702 39

Grade: 3 Subject: Health Unit: 3. Physical Safety: Preventing Accidents

I. CONCEPT: Many occupations are related to physical safety.

Objective: The student can identify three jobs related to our physical safety.

Learning Activities:

1. Discuss children's swimming experiences and the role of a lifeguard. (Red Cross)
2. Out of cardboard, make the basic traffic signs.
3. Set up a miniature street. Students must use hand signals and obey traffic signs. Have a traffic controller.
4. Have Lt. Felix Baker, Springfield Police Department, talk about bicycles and bicycling.
5. List possible jobs that help make our homes safer:
    1. electrician - wiring
    2. plumber
    3. electrical appliances
    4. fire alarm systems

Evaluative Activities:

1. Use check list to check jobs related to our physical safety.

Materials and Resources:

Films:

The Day the Bicycles Disappeared
MB 7003 19
The Talking Car
MB 7101 37
One Got Fat
MB 6703 15
Bicycle Safety Skills
MA 5208 15
I'm No Fool With Fire
MA 6505 82
Seven Rules of Bicycle Safety
MA 6900 55
Let's Play Safe
MA 6606 11
Midsummer's Nightmare
MB 6800 44
Make Your Own Home Safe
MA 6203 39
I'm No Fool In Water
MA 6505 83

Books:

The Sad Tale of Careless Klunk
Kesler, L.

Safety Can Be Fun
Leaf. M.

Grade: 3 Subject: Health Unit: 4. Physical Growth

I. CONCEPT: Some occupations help maintain proper physical growth.

Objective: The student can list three jobs where good physical health is helpful or necessary.

Learning Activities:

1. Using the "torso", role play the professor pointing out parts of the body to his class.

2. Emphasize need for good physical condition by these speakers from High School or Lane Community College.

   a. football player
   b. basketball player
   c. tennis player
   d. volleyball
   e. golf
   f. track and field
   g. baseball

3. Have tasting party to explain where their food came from and jobs needed to grow,. cook, and serve it.

Evaluative Activities:

1. The child will list orally, in writing, or by illustration, three jobs where good physical health is helpful or necessary.

Materials and Resources:

1. Film:
   Creative Body Movements
   MA 6912 18

2. Guest speakers: from High School or Lane Community College

   Mr. Edward Armstrong - Olympic Games

Grade: 1 - 3 Subject: Art Unit: 1. Drawing

I. CONCEPT: Drawing is used in several occupations and for hobbies.

Objective: The child can list two jobs or hobbies which use drawings.

Learning Activities:

1. Ken Kesey's illustrator: speak on illustrating books.
2. Louise Brown: display portraits.
3. Have Metal's Department explain how their drawings help their project.
4. Make a notebook (grade level wise) of any famous paintings found in magazines.
5. Have sign painter visit and demonstrate steps in sign painting.
6. Visit from Jack Bergener from University of Oregon, on sculpture.
7. Someone visit that draws as a hobby.
8. Someone visit that paints as a hobby.

Materials and Resources:

1. Ken Kesey
2. Louise Brown
3. Norman Miller, High School
5. Visits:
   Obie Outdoor Advertising
6. Jack Bergener
7. & 8. Robert Neims
   Route 1 Box 36
   Springfield, Oregon

   Mrs. Roach

Films:

What is Art?
MA 5205 68
Discovering Drawing and Painting
MA 6701 52
Creating With Color
MA 7003 83

Evaluative Activities:

1. Check the jobs that use drawing:

___secretary
___custodian
___artist
___milk man
___sign painter
___book illustrator
___truck driver

Grade: 1-3 Subject: Art Unit: Design and Shape

I. CONCEPT: Many jobs and hobbies are involved in artistic design and shapes.

Objective: The child can list two occupations that involve artistic skill in design and shape.

Learning Activities:

1. Have a lady visit and display her needlework.
2. Have a man visit and show a display on photography.
3. Visit University of Oregon Museum of Art.
4. Visit set constrction of a play and costume design at the high school.
5. On any field trip, observe window displays. Then design and build your own display.
6. Visit a florist to observe and demonstrate the use of design and shape.
7. Have a landscape architect visit and explain his work.
8. Have a jeweler visit and explain creativity and design.

Materials and Resources:

1. Bon Marche
2. Sue Davis, Pleasant Hill High School
3. University of Oregon
4. Visit Pleasant Hill High School
6. Chase Gardens, Eugene, Ore.
7. Vern Cornelius
8. Harold Dunn

Films:

Form
MA 5205 69
Eyes are for Seeing
MA 5900 68
Look at That
MB 7002 75
The Purple Turtle
MB 5700 12

Evaluative Activities:

1. Give the child the four basic shapes and have him list orally, or verbally, two jobs which involve use of these shapes.

Grade: 1 - 3 Subject: Art Unit: 3. Handicrafts

I. CONCEPT: Some jobs and hobbies are related to handicrafts.

Objective: The child can list two jobs or hobbies which are related to handicrafts.

Learning Activities:

1. Guest speaker on handicrafts from The White Dove.
2. Have a person who teaches glass-blowing at OMSI, demonstrate his art to the class.
3. Have a puppet show, with students making puppets and scenery.
4. Manufacture your own stationery using pressed flowers, waxed paper, onion skin paper, and kleenex.
5. Guest speakers on pottery.
6. Have Sue Davis, Pleasant Hill High School, demonstrate how to make candles.

Materials and Resources:

1. White Dove
2. OMSI
4. Sunset Magazine, May 1972
5. Clark Ceramics
   Junction City
6. Sue Davis
   White Dove

Films:

How to Make a Simple Loom and Weave
MB 5206 73

Evaluative Activities:

1. The child will complete two handicraft projects and tell what job is related to each.

Directions for Administering Pre Test and Post Test

A pre-test and post-test will be given to the students of grades 1, 2, and 3. The purpose of these tests is to measure the awareness the learner gains in his knowledge of the "world of work"

To administer this test, as to give one an accurate account of measurement please do the following:

1. Pre-test will be given by October 1 of academic year.
2. Administer according to the directions on the grade level test designated.
3. Record the number of correct responses per child on the class roster; testing once in the fall and once in the spring.
4. Data to be given to the Career Awareness Committee to be used for evaluations and quarterly and yearly reports by October 1 for pre-test and May 15 for post-test.

Career Awareness Evaluation

Trent School

First Grade

Instructions:

1. Display transparency using overhead projector. Select pictures at random, and have students identify the name given to the job that the person in the picture is usually associated with, such as teachers, custodian, etc.

2. Hand out answer sheets, and have students print first and last name, and date test is administered.

3. Point out to the students that the pictures on the answer sheets are the same as those identified on the transparency. Also point out that these are some pictures that will not be used, and they are not to turn to the second page until told to do so. (Questions 1-5 refer to pictures on the first page and 6-10 to those on the second page.)

4. Have students raise their hand if there are any words in the questions that they do not understand. Substitute another word or explain the meaning of the word.

5. Remember we are testing knowledge of careers, not reading, spelling, or mental ability.

Trent Pre-Test and Post-Test

Grade 1

Who Would Do The Job?

(Teacher reads statement and child follows direction on test pages A and B in each box under matching picture.)

Page A

1. He brings letters and magazines to your house. Color the box red
2. He takes your garbage and trash away. Make an X in the box. (Make X on board)
3. He delivers the newspaper to your house. Color the box blue. (Hold up blue crayon.)
4. He brings dairy products to your house. Make a 1 in the box. (Make a 1 on board.)
5. He keeps our school building warm and clean. Color the box yellow. (Hold up yellow crayon.)

Instruct child to turn to next page.

Page B

6. She may check your eyes and teeth. Color the box red. (Hold up red crayon)
7. She helps you learn to read and write. Make an X in the box. (Make an X on the board.)
8. He brings groceries and ice cream to our school. Color the box blue. (Hold up a blue crayon.)
9. She helps you find a book you like and shows you how to check it out. (Make a 1 in the box. (Make a 1 on the board.
10. She answers the school phone and helps the principal. Color ithe box yellow. (Hold up a yellow crayon.)

Name _____

Date _____

Paper Boy

Milkman

Garbage Man

Student

Mailman

Custodian

Name _____

Date _____

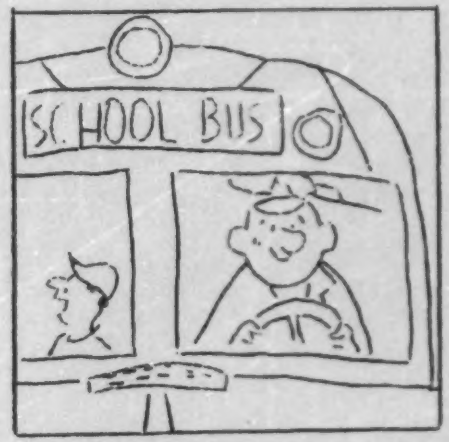
☐ Librarian

☐ Secretary

☐ Teacher

☐ Delivery Man

☐ School Nurse



☐ School Bus Driver

Trent Pre-Test and Post-Test

Grade 2 Name_____

Date_____

No. Right_____

No. Wrong_____

Which Worker Could Help?

(Circle the correct word as the teacher reads each sentence)

1. I may have a cavity in my tooth. I must see the

DOCTOR VETERINARIAN DENTIST

2. I want to change the color of my house. I will call the

CARPENTER PAINTER WELDER

3. The water pipe under my sink leaks. I will call the

ELECTRICIAN PLUMBER BAKER

4. My puppy needs to have his shots. I will take him to the

BARBER VETERINARIAN DOCTOR

5. I need my tonsils out. I need to see the

VETERINARIAN DOCTOR DENTIST

6. I need a new house built. I will call the

CARPENTER CASHIER DRUGGIST

7. My little girl is lost and I can't find her. I will call the

NURSE TEACHER POLICEMAN

8. I bought some meat and bread for dinner. I paid the

BOX BOY CASHIER SECRETARY

9. I need some fresh bread and rolls. I will buy them from the

BAKER FARMER COOK

10. I saw a big grass fire by the road. I called the

POLICE FIREMAN JUDGE

11. I ate dinner in a restaurant. The lady who brought our food is the

WAITRESS COOK NURSE

12. My mother wants a new permanent. She will go to the

CASHIER BEAUTICIAN STEWARDESS

13. The floor in our school is dirty. We need the

SECRETARY PRINCIPAL CUSTODIAN

14. I want to buy some new shoes. I will go to see the

SHOE REPAIRMAN BARBER SHOE SALESMAN

15. I want to buy some stamps to mail letters to my friends. I will go to

T.V. STATION POST OFFICE POLICE STATION

Trent Pre-Test and Post-Test

Third Grade

Name _____

Date _____

No. Right _____

No. Wrong _____

Lane County

(Teacher reads statement)

Which worker does not belong in the industry?

1. Logging

A. Topper
B. Teacher
C. Rigger
D. Faller

2. Railroad

A. Switchman
B. Engineer
C. Dispatcher
D. Pilot

3. Agriculture

A. Lawyer
B. Gardener
C. Farmer
D. Rancher

4. County Government

A. Commissioner
B. District Attorney
C. Assessor
D. Mayor

5. Fishing

A. Trawler
B. Bait Boy
C. Volcano
D. Skipper

6. Tourism

A. Millwright
B. Motel Manager
C. Restaurant Owner
D. Service Station Attendant

COMMUNICATION

7. Telephone Company

A. Lineman
B. Announcer
C. Installer
D. Operator

8. Radio and Television

A. Technician
B. Cameraman
C. Newsman
D. Rock Hound

9. Mail

A. Sorter
B. Clerk
C. Accountant
D. Postal Inspector

10. Publications

A. Reporter
B. Rigger
C. Linotype Operator
D. Editor

11. Land

A. Bus Driver
B. Mechanic
C. Highway Engineer
D. Secretary

12. Air and Outer Space

A. Astronaut
B. Stewardess
C. Weatherman
D. Architect

13. Water

A. Nurse
B. Fireman
C. Chemist
D. Pollution Inspector

RECREATION AND CONSERVATION

14. Recreation

A. Boat Salesman
B. Dam Tender
C. Principal
D. Ski Instructor

15. Conservation

A. Author
B. Miner
C. Fire Fighters
D Forest Ranger

Answer Sheet

Pre- and Post- Test

Grade 1	Grade 2	Grade 3
1. Mailman	1. Dentist	1. B
2. Garbage Man	2. Painter	2. D
3. Paper Boy	3. Plumber	3. A
4. Milk Man	4. Veterinarian	4. D
5. Custodian	5. Doctor	5. C
6. School Nurse	6. Carpenter	6. A
7. Teacher	7. Policeman	7. B
8. Delivery Man	8. Cashier	8. D
9. Librarian	9. Baker	9. A
10. Secretary	10. Fireman	10. B
	11. Waitress	11. D
	12. Beautician	12. D
	13. Custodian	13. A
	14. Shoe Salesman	14. C
	15. Post Office	15. A

Pre-Test and Post-Test

Evaluation Roster

Grade_____ School_____ Teacher_____ Date_____

POSSIBLE SCORE_____

CLASS RECORD Student Names (Last name, first, M.I.	No. Correct Sept.	May
1._____		
2._____		
3._____		
4._____		
5._____		
6._____		
7._____		
8._____		
9._____		
10._____		
11._____		
12._____		
13._____		
14._____		
15._____		
16._____		
17._____		
18._____		
19._____		
20_____		
21._____		
22._____		
23._____		
24._____		
25._____		
26._____		
27._____		

QUESTION ANALYSIS	September		May		
Question No.	No. Right	No. Wrong	No. Right	No. Wrong	Changes + or -
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
Totals					

TEACHER SURVEY

This survey will be given at the beginning and the end of the school year. The survey is only to be used as a tool to evaluate the effectiveness of the career awareness program.

	Yes	Sometimes/Maybe	No
1. I use guest speakers. (If the answer is yes, please do question number 2.			
2. When I use guest speakers, a part of the class discussion is concerned with their occupation.			
3. When taking field trips, some emphasis is placed on occupations observed.			
4. I can see where I can add vocational interest to subjects that are already taught.			
5. I have used bulletin boards which emphasize occupations.			
6. Vocational awareness is a legitimate goal for grades 1, 2, and 3.			
7. I feel adequately prepared to emphasize vocations in my teaching.			
8. I am aware of the resources available to teach vocational awareness.			

GUIDE EVALUATION

1. Were you able to use the career awareness guide in your teaching this year?

_____

If no, why not, and if yes, which areas did you use most?_____

_____

_____

_____

2. What suggestions do you have for improving the career awareness guide?

_____

_____

_____

_____

3. Were you able to use the student tests as a teaching tool?_____

Please list any suggestions you have for improving the student tests.

_____

_____

_____

4. Please share any human interest stories which have arisen from the use of the career awareness guide._____

_____

_____

_____

_____

5. What problems did you find in using the career awareness guide?_____

_____

_____

_____

_____

FORM LETTER FOR FIELD TRIPS

Dear _____:

The (1st, 2nd, 3rd) grade would like to visit (Wednesday) the (4th) day of (June) 197_ at (9:20) A.M. P.M. to learn about careers.

There will be (25) students.

Enclosed find a list of the questions the children have asked.

Sincerely,

(Teacher's or Student's Name)

FORM LETTER FOR GUEST SPEAKERS

My name is_____. I am _____years old and we are learning about acareers in _____. One important way to learn is to have a guest speaker help explain about his occupation.

There will be _____students in the _____ grade. Some of the questions we would like answered are attached. We hope it will take_____; in room_____at Trent School.

Very Sincerely,

(Student's Name

OBSERVATION RATING SHEET

Sample of a Rating Sheet a child could use for his father's occupation.

1. Name of occupation _____.
2. Worker uses hands Yes _____ No _____.
3. Worker uses eyes Yes _____ No _____.
4. Worker works with people Yes _____ No _____.
5. Worker works with ideas Yes _____ No _____.
6. Worker works with things Yes _____ No _____.
7. Worker works outside Yes _____ No _____.
8. Worker works inside Yes _____ No _____.
9. Is this work dangerous? Yes _____ No _____.
10. What kinds of tools or equipment does he use?

_____

_____

_____

11. Check the things that are true about this worker in his job:

    a. ____ lifts heavy things
    b. ____ lifts light things
    c. ____ lifts very little
    d. ____ walks a great deal
    e. ____ walks a little
    f. ____ sits most of the time.

12. Does this worker like his job?

    Yes _____ No _____ Doesn't care _____.

THANK YOU FORMS FOR GUEST SPEAKER AND FIELD TRIPS

Dear_____:

The Trent _____grade thanks you for being our guest speaker. We enjoyed learning about your career.

Thank you.

_____
Student's Name

Dear _____:

The _____grade thanks you for the field trip. We really enjoyed visiting you. We learned many different things.

Thank you.

_____

JOB LIST

The following ond hundred jobs have been included in the Career Awareness Guide for the primary school.

Grade 1	Grade 2	Grade 3
Family workers	Radio Disc Jockey	Author
Speech Therapist	Radio Announcer	Trader
Drama Player	Telephone Operator	Trapper
Pantominist	T.V. Announcer	Boat Captain
Dairyman	News Reporter	Foresters
Plumber	Policeman	Miners
Paper Boy	Dentist	Commissioners
Postman	Doctors	Lane County Sheriff
Garbageman	Nurse	Judge
Soldiers	Lab Technician	Lane County Agents
Toy Makers	Aides	Orchardist
Turkey Farmer	Druggist	Feed Store Workers
Fireman	X-Ray Technician	Horticulturist
School Employees	Market Manager	Road Builders
Veterinarian	Baker	Collectors
Pet Store Owner	Butcher	Bank Teller
Dog Groomers	Truck Farmer	Cashier
Carpenter	Store Clerks	District Clerk
Construction Workers	Secretary	Sawmill Workers
Paint Store Workers	Scientist	Environmentalist
Cake Decorators	Astronomers	Architecture
Cook	Photographer	Counselor
Musician	Weatherman	Psychologist
Shoe Repairman	Rancher	Electrician
Shoe Clerk	Loggers	Life Guards
Clothes Salesman	4-H Leaders	Traffic Controller
Pilot		Illustrators
Train Engineer		Metal Workers
Ballerina		Artist
Athletes		Sculpture
Creamery Workers		Designers
Clerks		Landscape Artist
Cashiers		Florist
Truck Drivers		Glass Blower
Bus Drivers		Jeweler
Service Station Attendant		
Custodian		
Gardener		
Weaver		
Pottery Maker		
Candle Maker		

STUDENT BIBLIOGRAPHY

TITLE	AUTHOR
ABC's of Space	Asimov, Isaac
Adventures of a Letter	Schloat, G.
Animal Doctors: What do They Do	Green, Carla
Annapolis, Cadets, Training and Equipment	Colby, C.B.
At The Harbor	Colonius, Lillian
Bill's Story of the Wholesale Produce	Burt, Olive
Big City Workers	Urell, Catherine
Bob's Story of the Retail Market	Smith, Marie Elizabeth
Cotton Growing	Harvey, Lois F.
Dairyman Don	Chapman, Cynthia
Doctors and Nurses: What Do They Do	Greene, Carla
Danger Fighting: Men and Ships of Coast Guard	Colby, C.B.
Farms	Howard, Robert West
Fibers	Adler, Irving, and Ruth
First Book of Cotton	Rogers, Matilda
First Book of Fruits	Beck, Barbara
Have You Seen Boats	Oppenheim, Joanne
How We Get Our Cloth	McCall, Edith S.
How We Get Our Clothing	McCall, Edith S.
How We Get Our Mail	McCall, Edith S.
Let's Find Out About Bread	Burt, Olive
Let's Find Out About Cloth	Pitt, Valerie
Let's Find Out About Farms	Campbell, Ann
Let's Find Out About Firemen	Shapp, Martha
Let's Find Out About Milk	Whitney, David
Let's Find Out About Policemen	Shapp, Martha

Continued:

Let's Find Out About Safety	Shapp, Martha
Let's Find Out About School	Shapp, Martha
Let's Find Out About Telephone	Knight, David
Let's Go To An Airport	Scotin, Laura
Let's Go To A Clothing Factory	Lazarus, Harry
Let's Go To A Fire House	Buchheimer, Naomi
Let's Go To A Garage	Goodspeed, J.
Let's Go To A Post Office	Buchheimer, Naomi
Let's Go To A Rocket Base	Chester, Michael
Let's Go To A Telephone Company	Buchheimer, Naomi
Let's Ride In The Caboose	Burlugh, David
Milk For You	Schloat, G.
Mr. Zip And The U.S. Mail	Barr, Jene
Mother's Story of Dairying	Smith, Marie
My Garden Grows	Watson, Aldren
News Travels	Dhapin, Cynthia
On The Beat	Robinson, Barry
Our Friend The Forest	Lauber, Patricia
Our Post Office and It's Helpers	Miner, Irene Servey
One Horse Farm	Ipcar, Dahlov
Park Ranger	Colby, C.B.
Pogo's Fishing Trip	Norling, Josephine
Pogo's House: Story of Lumber	Norling, Josephine
Pogo's Lamb: A Story of Wool	Norling, Josephine
Pogo's Letter: A Story Of Paper	Norling, Josephine
Pogo's Sea Trip	Norling, Josephine
Policeman Small	Lenski, Lois
Riding The Rails	Olds, Elizabeth

Continued:

Railroad Engineers and Airplane Pilots	Greene, Carla
Safety Can Be Fun: Words and Pictures	Leaf, Munro
Ships Come And Go	Smith, Mary Elizabeth
Smoke Eaters	Colby, C.B.
Soldiers And Sailors	Colby, C.B.
Squad Car 55	Chapin, Cynthia
Submarine Warfare	Colby, C.B.
Survival Training	Colby, C.B.
Story Book of Houses	Petersham, Maud
Tall Timber: The Work, Machines, and Men of The Forest Service	Colby, C.B.
The Big Book of Fire Engines	Zaffo, George, Jr.
The Bread Book	Meyer, Carolyn
The First Book of Lumbering	Rich, Louise
The Indoor and Outdoor Grow It Book	Baker, Sara
The First Book of Wool	Cavanna, Betty
The Sad Tale of the Carless Klunks	Kessler, Leonard
The Toolbox	Rockwell, Anne
The True Book of Tools For Building	Leavett, Jerome
The True Book of Cloth	Nighbert, Ester
The True Book of the Moonwalk	Frisky, Margaret
The True Book of Policemen and Firemen	Miner, Opal
The True Book of Ships and Seaports	Carter, Katherine
This Is A Department Store	Romano, Louis
Tools For Andy	Tippett, James S.
Visit To The Dentist	Gorn, Bernard, Jr.
Visit To The Hospital	Chase, Francine
What Happens In A Car Factory	Shay, Arthur

Continued:

What Happens When You Travel By Plane	Shay, Arthur
What To Be	Powell, Meridith
Whose Tools Are These	Radlauer, Edward
Work Around The World	Jackson, Kathryn
Workers Long Ago	Baker, Eugene

ABOUT BOOKS

That Amazing Portland Cement	D. Telfer
Bananas	S.P. Russell
A Bicycle For Linda	E. Baker
Cargo Ships	M. Uhl
Clouds	T. Shannon
Engineer Of A Train	S. Johnson
Family Helpers	E. Hoffman and J. Hefflefinger
Farm Helpers	E. Payton
Fireman	E. Hoffman and J. Hefflefinger
Food and Where it Comes From	T. Shannon
Helpful Helicopters	D. Allison
Jerry And Jimmy And The Pharmacist	F. Thompson
Jack's Dental Checkup	R. Jubelier
Men At Work	R. Radlauer
Miss Sue, The Nurse	F. Thompson
Policemen	I. Dillon
Postmen	E. Hastings
Ready To Wear Clothes	T. Shannon
School Helpers	E. Hoffman and J. Hefflefinger
Truck Farming	I.B. Johnson

Continued:

COME TO WORK WITH US IN

Aerospace	Jean and Ned Wilkson
An Airplane	Jean and Ned Wilkson
A Bank	Jean and Ned Wilkson
A Dairy	Jean and Ned Wilkson
A Department Store	Jean and Ned Wilkson
A Hospital	Jean and Ned Wilkson
A Hotel	Jean and Ned Wilkson
House Construction	Jean and Ned Wilkson
A Newspaper	Jean and Ned Wilkson
A Telephone Company	Jean and Ned Wilkson
A Toy Factory	Jean and Ned Wilkson
A T.V. Station	Jean and Ned Wilkson

Continued:

I WANT TO BE A (AN)

Airplane Hostess	Greene
Animal Doctor	Greene
Architect	Baker
Baker	Greene
Ballet Dancer	Greene
Bank Teller	Baker
Baseball Player	Greene
Basketball Player	Baker
Beauty Operator	Baker
Bus Driver	Greene
Carpenter	Greene
Coal Miner	Greene
Cowboy	Greene
Dairy Farmer	Greene
Dentist	Greene
Doctor	Greene
Farmer	Greene
Fireman	Greene
Fisherman	Greene
Football Player	Baker
Forester	Baker
Homemaker	Greene
Librarian	Greene
Mechanic	Greene
Musician	Greene
News Reporter	Greene

Continued:

I WANT TO BE A (AN)

Orange Grower	Greene
Pilot	Greene
Policeman	Greene
Postman	Greene
Restaurant Owner	Greene
Road Builder	Greene
Sales Clerk	Baker
Scientist	Greene
Secretary	Baker
Service Station Attendant	Baker
Ship Captain	Greene
Space Pilot	Greene
Storekeeper	Greene
Taxi Driver	Baker
Teacher	Greene
Telephone Operator	Greene
Train Engineer	Greene
Truck Driver	Greene
Waitress	Baker
Weatherman	Baker
Zoo Keeper	Greene

Additional titles for Career Awareness Bibliography

I Want to be	A Lawyer	Baker
I want to be	A Hockey Player	Baker
I Want to be	A Tennis Player	Baker
I Want to be	A Swimmer	Baker

VIP Who Work With Recreation Vehicles
VIP Who Work With Cars, Trucks, and Buses
VIP Who Work With Farm and Earth Moving Machines

All above three by Freeman, Westover, and Willis

About Cheese	Russel
Ballet For Beginners	Draper
Clothes Tell a Story	Lubell
Farmer and His Cows	Floethe
FBI -	Colby
Feeding the City	Tannenbaum
Leatherneck	Colby
Learning About Steel Through the Story of a Nail	Adler
Let's Go to a Supermarket	Chapman
Secret Service	Colby
Those People in Washington	Flitner
Thruway	Rockwell
True Book of Our Post Office and It's Helpers	Miner
True Book of Tools For Building	Leavitt
What Can She Be: A Veterinarian	Goldreich
What Makes An Orchestra	Balet
Who Will Clean the Air	Perera

PAMPHLETS AVAILABLE TO TEACHERS ONLY

Requests on school stationery preferred

1. The Creative Scientist	1. U.S. Atomic Energy Commission P.O. Box 62 Oakridge, Tennessee 37830
2. Health Careers Leaflets Leaflets in the set are: Hospital Purchasing Agent #1 Supportive Nursing Personnel #2 Hospital Admitting Officer #3 Hospital Engineer #4 Technicians: Electrocardiograph and Electroencephalograph #5	2. American Hospital Association Division of Health Careers 840 North Lake Shore Drive Chicago, Illinois 60611
3. Jobs With the Forest Service, A Up-843	3. U.S. Department of Agriculture Forest Service Washington, D.C. 20250
4. Occupational Guide Index Once this is received, individual Occupational Guides may be ordered.	4. California Dept. of Employment 800 Capitol Mall Sacramento, California 95814
5. Tommy Looks at Farming (cartoon book on many skills needed in farming today) Available in classroom lots. Request must be on official stationery.	5. The B.F. Goodrich Company Public Relations Department 500 South Main Street Akron, Ohio 44318
6. What Is a Pharmacist	6. The Upjohn Company 7171 Portage Road Kalamazoo, Michigan
7. Your World of Work (intended for those who do not plan to attend college) Available to librarians only.	7. National Farmer's Union Educational Material Service 1575 Sherman Street Denver, Colorado 80201

PAMPHLETS AVAILABLE TO STUDENTS AND TEACHERS

Hobbies or Avocational Interests

Pamphlet Name	Address
1. Let's Collect Rocks (single copies)	1. Shell Oil Company Public Relations Department Room 4164 50 West 50th Street New York, New York 10020
2. Let's Collect Shells (single copies)	2. Shell Oil Company (as above)
3. Model Rocketry: The Answer To The Youth Rocketry Problem	3. National Assoc. of Rocketry 1239 Vermont Avenue, N.W. Washington, D.C. 20005
4. New Horizons for Leisure Time	4. Sun Life Assurance Co. of Canada One North LaSalle Street Chicago, Illinois 60602
5. Standards for U.S. Commemorative Postage Stamps	5. Post Office Department Office of Public Information Washington, D.C. 20260
6. Our Introduction to Scale Model Railroads	6. Kalmbach Publishing Company Sales Promotion Manager 1027 North 7th Street Milwaukee, Wisconsin 53233
7. Write business letters asking for information on the background of the model-making industry to: (If none of these acknowledge the student's letters, Eugene Toy and Hobby will be glad to furnish additional names and addresses)	7. Revell Inc. 4223 Glencoe Avenue Venice, California 90291 Western Model Distributors 6480 Flotilla Street Los Angeles, California 90022 Aurora Plastics Corporation 44 Cherry Valley Road West Hempstead, New York 11552 Monogram Models Inc. 8601 Waukegan Road Morton Grove, Illinois 60053
8. Fascination of Stamp Collecting	8. American Stamp Dealers, Assoc. Inc. Department H 147 West 42nd Street New York, New York 10036

PAMPHLETS AVAILABLE TO TEACHERS AND STUDENTS

Occupations

1. Because You Like People...Choose a Career in Mental Health (7 careers mentioned)	1. National Assoc. of Mental Health (contact local office)
2. Bricklaying As a Vocation	2. Structural Clay Products Institute 1750 Old Meadow Road McLean, Virginia 22101
3. Careers in Statistics	3. American Statistical Assoc. 806 15th Street, N.W. #640 Washington, D.C. 20005
4. Gemology As a Career (available in classroom quantities)	4. Gemological Institute of America Registrar's Office 11940 San Vicente Blvd. Los Angeles, California 90049
5. Medical Record Librarian - Key Member of the Medical Team	5. American Medical Record Assoc. 211 East Chicago Street Chicago, Illinois 60611
6. Archaeology As a Career (single copies free; additional 10¢ ea.)	6. Archaeological Institute of America 100 Washington Square, East New York, New York 10003
7. The Big Story (on journalism) (single copies free; additional 10¢ ea.)	7. Professional Journalistic Society Sigma Delta Chi Room 852, 35 E. Wacker Drive Chicago, Illinois 60601
8. Careers in Consumer Finance (available in classroom quantities)	8. National Consumer Finance Assoc. 1000 16th Street N.W. Washington, D.C. 20036
9. Careers in Petroleum Engineering	9. Society of Petroleum Engineers AIME 6200 N. Central Expressway Dallas, Texas 75206
10. The Challenge of Real Estate (available in classroom quantities)	10. National Assoc. of Real Estate Boards Department of Public Relations 1300 Connecticut Ave., N.W. Washington, D.C. 20036
11. Dental Assisting: A Career of Action (available in classroom quantities)	11. American Dental Assistants Association Suite 1230 211 East Chicago Avenue Chicago, Illinois 60611

Continued:

12. Excitement, Travel, Careers as An Overseas Secretary (single copies)	12. United Business Schools Assoc. 1101 Seventeenth Street, N.W. Washington, D.C. 20036
13. Four Futures (nursing, dietetics, physical therapy, occupational therapy)	13. U.S. Department of Defense Advisory Committee on Women in the Services Washington, D.C. 20301
14. Horticulture: A Challenging Career (up to 25 copies)	14. Americal Society for Horticultural Science P.O. Box 109 St. Joseph, Michigan 49085
15. Information Concerning Geophysics (limit of 5 copies)	15. American Geophysical Union 2100 Pennyslvania Ave., N.W. Washington, D.C. 20037
16. Oil In the Market Place (available in classroom quantities)	16. American Oil Company 900 South Michigan Avenue Chicago, Illinois 60680
17. Opportunities in the Welding Industry (available in classroom quantities)	17. American Welding Society, Inc. Director, Information and Engineering United Engineering Center 345 East 47th Street New York, New York 10017
18. Penetrating New Frontiers With Mineral Engineers, Geologists, Mining Engineers, and Metallurgists	18. Society of Mining Engineers of AIME 345 East 47th Street New York, New York 10017
19. Photography As A Career	19. Professional Photographers of America. 1090 Executive Way Oak Leaf Commons Des Plaines, Illinois 60018
20. Planning a Career in Electronics	20. Electronics Industries Assoc. 2001 Eye Street, N.W. Washington, D.C. 20006
21. Satisfaction Guaranteed (on whether work is satisfying or drudgery)	21. Connecticut Mutual Life Ins. Co. Human Relations Program 140 Garden Street Hartford, Connecticut 06115
22. Special Librarianship: Information At Work (1 to 50 copies free)	22. Special Libraries Association 235 Park Avenue South New York, New York 10003

Continued:

23. What Is a Medical Technologist? (available in classroom quantities)	23. The Upjohn Company 7171 Portage Road Kalamazoo, Michigan
24. What It Takes To Be a Secretary and Your Career As a Secretary (single copies of each)	24. United Business Schools Assoc. 1101 Seventeenth Street, N.W. Washington, D.C. 20036
25. Why Stay In School? (available in large quantities)	25. Sun Life Assurance Co. of Canada One North LaSalle Street Chicago, Illinois 60602
26. Your Career As a Chemist (limit 5 copies. Advanced reading level)	26. The Chemical Institute of Canada Burnside Building 151 Slater Street Ottoua, Ontario, Canada
27. Your Career As An Aero/Space Engineer (limit of 50 copies)	27. American Institute of Aeronautics and Astronautics 1290 Avenue of the Americas New York, New York 10019
28. Your Career in Optics	28. Optical Society of America 2100 Pennsylvania Avenue, N.W. Washington, D.C. 20037
29. Your Career in Textiles (one copy free)	29. American Textile Manufacturers Institute, Inc. 1501 Johnston Building Charlotte, North Carolina 28202
30. Secretarial Career Kit	30. National Secretaries Association (International) 1103 Grand Avenue, Suite 410 Kansas City, Missouri 64106
31. Music Therapy as a Career	31. National Assoc. for Music Therapy Inc. P.O. Box 610 Lawrence, Kansas 66044
32. Your Career in the Hotel/Motel Industry	32. American Hotel and Motel Assoc. Educational Institute 221 West 57th Street New York, New York 10019

Continued:

A partial list of material available from the telephone company is listed below. A complete list is on file with committee members. These may be obtained with a letter from teacher or students, or with a collect call to the Portland office.

Pacific Northwest Bell
Public Relations Office
421 S.W. Oak Street
Portland, Oregon 97204

1. A Telephone History of the Pacific Northwest
2. Alexander Graham Bell
3. Cardiac
4. Education For a World of Change
5. Electronic Switching: A New "Brain"
6. How The Telephone Works
7. Laser: The New Light
8. Mr. Bell Invents The Telephone
9. Overseas Telephone Service
10. Picturephone Service: Adding Sight to Sound.
11. Radio Relay
12. Signals in Space
13. Telephone Tips For Baby Sitters
14. Teletraining
15. Ten Men and the Telephone
16. The Birth and Babyhood of the Telephone
17. The Magic Behind Your Dial
18. The Magic Of Your Telephone
19. The Story of the Bell Solar Battery
20. The Transistor Age